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ABSTRACT

This program guide describes the Added Dimensions to Parent and Preschool Education program, a Developer/Demonstrator project of the National Diffusion Network. The Added Dimensions model provides a classroom program for 3- and 4-year-old children as well as parent involvement, home visitation and developmental screening components. The guide is one of a series of program publications written to assist others in adopting or adapting the Added Dimensions model. The guide is divided into eight chapters. Chapter I provides a short description of the program and an outline for using the guide in program planning. Chapter II presents strategies for determining and developing community support for the program. Chapter III discusses some of the decisions involved in program planning, including such issues as location, funding, and eligibility of children. Chapter IV describes the program requirements for staffing, and staff development, curriculum, classroom environment, parent involvement, and home visits. Chapter V describes the key elements of the model which must be included for successful adoption of the program. The remaining chapters present a sample month-by-month schedule describing program operations, a list of sources for program materials, and a collection of forms used in the program. Throughout the guide, numerous worksheets and step-by-step outlines are included to assist those interested in the adoption of the Added Dimensions model. (BD)

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ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

EARLY CHILDHOOD EDUCATION

MANUAL FOR TEACHERS AND ADMINISTRATORS

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PREFACE

Added Dimensions to Parent and Preschool Education, a Developer/Demonstrator project, is a part of the National Diffusion Network (NDN). Funded by the United States Office of Education, the NDN is an expanding nationwide system that offers proven educational alternatives to meet the needs of school-age children and those who educate them. Our role in the NDN is to work with educators around the country who show a keen interest in adopting or adapting the Added Dimensions to Parent and Preschool Education program. This manual is one of a series of program publications designed to assist in the successful adoption or adaption of the program.

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I. INTRODUCTION

Added Dimensions to Parent and Preschool Education is an early education program built on the belief that parents are the child's first and most effective teacher. It seeks to build a strong home-school partnership at the outset of a child's school experience by offering a preschool program along with parent involvement, home visiting and developmental screening to all 3 and 4-year olds in the district. Funding for the program comes primarily from tuition payments with the school district absorbing some costs such as tuition waivers, administrative and supervisory expenses and transportation.

The Jefferson County Public Schools has provided this preschool and parent education program for many years. Over these years the key to the program has been its ability to change and modify its practices so that current community needs can be met. This has led to a network of preschool centers which meets the basic program requirements and standards in ways suitable to the local community. The centers vary in size from 20 children to over 300. They are housed in churches, school classrooms, and cottage schools. Daily schedules vary from center to center, and parent programs are tailored to the interests of each group.

While this opportunity for variety has allowed the program to grow and expand, it also has made the writing of this handbook a complex task. There is no perfect prescription for setting up a preschool center; no magic formula for putting all of the pieces of the program together; no master checklist against which to measure one's progress. Instead, there are choices, options, alternatives and guidelines. This handbook is designed to make it possible for you to pick your way through the maze of possibilities so that you arrive at the end with a well-organized, well-planned program.

Using the Handbook

The material in the handbook fits into the following categories:

1. Program requirements and standards

   These are the elements of the program which are necessary to have in place so that the program may be successful. As examples, the recordkeeping system, the parent meetings, and the home visits are necessary components of the system.

2. Alternatives to meet the program requirements such as sample schedules and room arrangements are included to provide planning guidelines.

3. Worksheets

   These will help you make basic decisions about your own program.

4. Other useful information.

II. BUILDING SUPPORT FOR PARENT AND PRESCHOOL EDUCATION

Early childhood education for all children has not yet become an accepted part of American education. While programs for special preschool populations, such as handicapped children or disadvantaged children, are becoming more prevalent, programs open to all of a school district's preschool children are few and far between. Thus, people who want to begin preschool programs need to have a touch of the pioneer spirit, and be willing to work a little harder and go a little farther in their efforts to serve 3 and 4-year-olds.

Programs for young children and their families aren't replacements for worn-out approaches, or enrichments to improve existing curricula, but new additions to the school's offerings. Decisions to expand the school district's program are not easy to reach. In many cases, new programs begin because one or two people in a school district see the need for a program and doggedly pursue finding the means for getting started. This means meeting a number of local obstacles, such as lack of money, local resistance to public school involvement in early childhood education, lack of space, and absence of knowledge about the benefits of early education. Decision makers need to be convinced that a parent and preschool education program will result in an improvement in educational services. A clear demonstration of need for the program, of successes in other settings, and of local support, may make it easier for them to take the necessary steps to begin an Added Dimensions to Parent and Preschool Education program.

In preparing the case for parent and preschool education, you will want to include several kinds of information.

- Research in the area of child development and education.
- Evaluations of experimental programs.
- Successful programs in other local school districts.
- Local interest in a program.
- Local need for a program

While statistics and reports may seem impressive, it is very important

to deal with your local situation and to involve parents in any way possible. It is very hard to say "no" to dedicated and interested parents.

Reviewing Research

Over the past ten years or so, there has been a growing awareness of the importance of the early years to later growth and development. For most children, the patterns and experiences of the first six years of life will have a pronounced effect on their later success in school.

A careful presentation of the current research in early childhood education and parent involvement may be helpful in persuading local decision-makers that a parent and preschool education program is needed in your area. Excellent sources of information for such a presentation include:

- Department of Health, Education and Welfare (DHEW)
  Washington, D.C.

  Examples of DHEW publications are

  - Bronfenbrenner, Urie, A Report on Longitudinal Evaluations of Preschool Programs Volumes I and II, Is Early Intervention Effective?

    U.S. Department of Health, Education and Welfare
    DHEW Publication No. (OHD) 74-25
    Washington, D.C.

  - Lazar, Irving and others, The Persistence of Preschool Effects

    U.S. Department of Health, Education and Welfare
    DHEW Publication No. (OHDS) 78-30130
    Washington, D.C.

- ERIC System
  - Resources in Education
  - Current Index to Journals in Education

    These indices are usually available in college and university libraries.

- ERIC-ECE Publications Office, College of Education

  University of Illinois
  805 W. Pennsylvania Avenue
  Urbana, Illinois 61801

  This agency has bibliographies and reference guides available, dealing with topics of interest to Early Childhood Educators.

- Journals with an Early Childhood Education orientation such as:
  - Young Children
  - Childhood Education
- Report on Preschool Education (bi-weekly newsletter) published by:

  Capitol Publications, Inc.
  2430 Pennsylvania Avenue N.W., Suite 6-12
  Washington, D.C. 20037
- A Parent Education and Preschool Program with Added Dimensions

  Information gleaned from the Added Dimensions program itself can also be useful in highlighting the benefits of parent and preschool education. A Parent Education and Preschool Program with Added Dimensions, pages 16-18 and 26-29, present the evaluation results of this program.

Gathering Local Information

It may be important for decision-makers to know that such a program can be successfully implemented on the local level. While other people's experiences may help you establish the importance of early childhood education in general, the realities of your local situation will be of greatest importance for establishing the need for a local progam. There are several local indicators which may prove helpful:

1. Records can be reviewed for indications that the need for special education services have increased or that progress in areas such as language arts, reading, and mathematics is not satisfactory. Poor performance of children in the early grades is a major reason for initiating programs.
2. Kindergarten and first grade teachers can be asked questions about the level of readiness of incoming children and any special needs the children might have. Teachers are in an excellent position to identify developing trends.
3. The community can be surveyed to determine the availability of other programs devoted to parent and preschool education. In some communities, early childhood services are minimal or inadequate. In others they are geared toward day care rather than parent and preschool education.

4. Parents of young children can be asked to indicate their interest in participating in a program. If enough people express a desire for a program, it may hasten the beginning of one.

Conducting a Community Needs Assessment

Here are some suggestions for conducting a community needs assessment.

1. Questionnaires can be sent home with elementary school children.
2. Enlist the aid of the Parent-Teacher Association. Members may want to sponsor the establishment of a parent and preschool education program as a PTA project.
3. Ask local pediatricians if posters, flyers, or questionnaires could be placed in their offices.
4. Set up an informational display at a local library, shopping center, or supermarket. Ask people to fill out questionnaires.
5. Go door-to-door in areas with a high density of young children and gather the information you need.

A sample needs assessment form is provided on page
want to modify it to suit your local needs.

SAMPLE NFEDS ASSESSMENT FORM

Even though children begin school at age 5 or 6, a great deal of very important learning takes place before this time. The years before school are the years for children to learn language and a sense of time and order, to learn about themselves and the world around them. One way to make these years as meaningful as possible, is to provide parents and children with a parent and preschool education program, where parents learn the best ways of expanding their children's potential, as their children participate in carefully designed preschool activities. We would like to begin such a program in_____ _____, and would appreciate your giving us some information.

1. Do you have a child or children under the age of 5 (6)?

   Yes____ No____

   If yes, please list the ages._____

   If no, please pass this on to a family that does have a child or children under 5 (6).

2. Is your child enrolled in a preschool program?

   Yes____ No____

   If yes, could you give us some information about the preschool?

   Name of school_____

   How often does your child attend?

   Days_____ Hours_____

3. If a parent and preschool education program is available through the public schools, would you be interested in enrolling your child and yourself?

   Yes____ No____

Name_____Phone_____

Address_____Zip_____

Please return to:_____

III. BASIC DECISIONS

The Added Dimensions Model

The Added Dimensions to Parent and Preschool Education model as originally developed operated under the following conditions:

Who

-open enrollment for all district 3 and 4-year-olds and their parents who wish to attend.

How Often

-two sessions per week

-two and one-half hours per session

Where

-school buildings

-cottage schools

-local churches

Funding

-tuition payments

(1977-78 - $189 per child per year)

-tuition waivers available when needed

-district support for transportation, building space, coordination and supervision.

Within the Jefferson County School District, modifications and adaptations of this plan have occurred. For example, some centers offer a three-day program and some receive funding through Title I. Other changes in these basics have been made by adopting districts, such as increasing the number of home visits or restricting the student population to handicapped children.

When such modifications are made, they are in response to local needs and concerns. Therefore, rather than say how things must be done, we prefer to let your local situation dictate how these basic decisions should be made.

In the next sections, each one of these basic considerations is addressed, with a number of options presented. These options represent the acceptable modifications of the basic model.

Any further modifications should be discussed with the Added Dimensions staff.

Who Will Attend?

Determining who will attend the program entails deciding what the eligibility requirements and age requirements will be.

Eligibility

The experience of the Added Dimensions staff is that all children can benefit from the preschool experience, not just those with specific problems. Through a tuition system, supplemented to a small degree by district funds, and in some areas by Title I funds, parent and preschool education is made available to all families who desire it. We strongly suggest that an open enrollment policy be adopted from the beginning. Evaluation of the Added Dimensions program has shown that all children do benefit from the preschool experience. Equally important is the finding in many research studies that programs which involve parents have stronger and longer lasting effects than those which just enroll the children. In addition, open enrollment will avoid categorizing some children as different or in special need when they are three or four years of age. It will allow for the integration of "special needs" children with the general population. It will also make a strong statement about the importance of early childhood education - that it will enhance the learning of all children, not just those with problems or deficiencies.

Many questions have been raised about the feasibility of making the program available to all.

- "Where will we put all the children?"
- "Won't the cost be too high?"
- "If everyone can come, how will we meet the demand?"
- "Won't an open enrollment policy hurt the private preschool centers?"

Questions regarding space, cost and demand for the program will be discussed in later sections. The common concern that an open enrollment policy would have a detrimental effect on private providers of early childhood services can best be addressed by relating the experience in the Jefferson County Schools. Based on information gathered when children enter kindergarten, we have found that this does not happen. One-third of the entering children attend the district parent and preschool education program, one-third attend some other preschool program (including day care), and one-third do not attend any formal preschool program at all. Thus the program is able to serve a substantial number of the district's preschool children, without reducing other options available for parents who want them.

Funds from other sources can be used in conjunction with tuition to insure that a program is able to serve all children in the community. Title I funds can be used to support the preschool education of eligible children, with special plans made to meet the identified needs of these children. With the growing awareness of the importance of early identification and remediation of handicaps, more aid is being made available for programs for young handicapped children. Public Law 94-142, the Education for all Handicapped Children Act, is greatly accelerating the implementation of such programs. Such a preschool can be an excellent complement to a regular preschool program allowing for integration of handicapped children and easy referral of those in need of special services.

In situations where combining specially-funded programs with a tuition program is not possible, the Added Dimensions program can be adopted for use with specific child populations. In that case, you will have to decide what the eligibility requirements for the program will be. Adoptions of the Added Dimensions program have included both Title I and handicapped programs, with eligibility requirements set to reflect the local situation.

Age Requirements

The Added Dimensions program begins serving children two years before kindergarten entrance. Any child who is three years of age by September 15, the school entrance cutoff date for the traditional school year, can attend preschool. Since the program focuses on parents in their

roles as teachers of their own children, working with children three years old offers important opportunities for strengthening the parent-child relationship at an early age and for preventing problems from occurring.

Again, it is sometimes not possible to work with three-year-olds. In districts which do not yet offer kindergarten, preschool might be limited to four and five-year-olds. When resources and facilities are severely limited, it might be possible to offer only one year of preschool to four-year old children.

How Often Will the Children Come?

Decisions in this area include how long each session will be, and how many sessions per week a child will attend.

Length of Session

Experience has shown that the preschool program works best with a 2½ hour session. This allows ample time for activities in all five developmental areas, for inside and outside play, and for meaningful parent participation. It is strongly recommended that this length session be adopted.

Number of Sessions Per Week

Two sessions per week for most children has a very positive effect on learning. Within the Jefferson County School District, there has been some experimentation with additional patterns. Where special needs exist such as in Title I areas, children attend four sessions per week. Some centers have added an optional third day session to meet individual needs, either in terms of enrichment or remediation.

It is essential that there be classes in the preschool only four days per week. The fifth day must be left free for home visiting, curriculum planning, staff development sessions and parent involvement meetings.

Where Will the Center Be?

The Added Dimensions program is housed in a variety of buildings. The main consideration when selecting a site is to find a place with adequate room and facilities for the preschool program, as well as a meeting

room for the parents. (See page 51 for the basic requirements for a preschool facility.) Ideally, the center should be housed in a school building. This makes the parent education and preschool a real part of the elementary school, allows for a close working relationship between the building principal and staff, and the preschool staff, and allows the preschool children, parents and staff to use the facilities of the school.

When space is not available in the elementary school building, it will be necessary to look for another site. Since the center will be part of the school, whether it is housed there or not, it is desirable to find a location as close to the school building as possible. In many communities, churches are willing to rent space to the program for a very reasonable fee. Often, church facilities are excellent, offering both large and small rooms for the preschool program. A common drawback when locating in a church is that equipment and materials must be carefully stored, since the rooms are used for church functions in the evenings and on weekends.

When looking for space for a preschool, it may be necessary to use your imagination and ingenuity. Some possible alternatives to consider include community centers, libraries and resource centers. An excellent location, when space permits, is in a high school where the parent and preschool education program can serve as a lab school for high school students enrolled in child development courses.

Because centers can be located in a variety of buildings, it seldom happens that a district is unable to begin a program because of lack of space. Even when the program is open to all preschoolers, space can be found to house enough centers to serve them.

How Will the Program Be Funded?

Tuition

The Added Dimensions program offers an innovative approach to the funding of parent and preschool education. Through a modest tuition charge supplemented by in-kind services and some financial support provided by the district, the program is able to remain virtually self-supporting. It costs a maximum of $250 per year to provide services to a child and his parents. This cost is met in the following way:

-Tuition payments: $189 per year per child
-District Contribution: $55-$65 per year per child (including bus transportation)

The tuition payments support the following services:

-Head teacher and teacher assistant salaries
-Supplies and materials for the center
-Rent when program is not in a school building
-Mileage for home visitors

The district contributes the following services:

-Building space and services
-Bus transportation
-Day-to-day supervision from building principal
-Coordination of total program by the Early Childhood Coordinator
-Inservice classes and meeting room to hold them
-Pupil personnel services (limited to certain areas of the district at this time)
-Professional library and instructional media services
-Routine district services, such as payroll, personnel, warehouse, etc.
-Tuition waivers for families in need

Since many of these services are being provided to the entire district, extending these to the preschool involves a minimal cost.

One advantage of a tuition program is that enrollment need not be restricted in any way. As numbers increase, more teaching assistants can be hired or new centers opened. With tuition waivers provided for those who need them, and supplemental funds often available for special populations, preschool and parent education can be extended to the entire community.

Other Sources

In some communities a tuition program is not feasible. There are several alternate sources of funding, but most involve restricting the eligible population to specific kinds of children. These sources of funds include the following:

Federal

1. Compensatory Education (Title I, ESEA)

2. Vocational Education - Career Education
3. Special Education - Education for All Handicapped Children U.S. Public Law 94-142.
4. Head Start

State

1. Some states may provide reimbursement for four-year-olds under their state education law.

Local

1. Some districts, seeing the value of a parent and preschool education program, will commit local funds to a program.

If supplemental funding is needed for some children but not all, a tuition program can be combined with a supplementally-funded program. Again, a big advantage to this arrangement is that "special" child populations can be integrated with the general population, eliminating labels and providing additional learning opportunities for both groups.

WORKSHEET - MAKING BASIC DECISIONS

Please check the basic decisions you have made in each category. You may check more than one item in a category if applicable.

WHO WILL ATTEND?

AGE

_____ 3 year-olds
_____ 4 year-olds
_____ 5 year-olds

POPULATION

_____ Open to ALL age-eligible children
_____ Handicapped children
_____ Title I eligible children
_____ Income-eligible children
_____ Other (please explain)_____

_____

HOW OFTEN WILL THE CHILDREN COME TO THE CENTER?

NUMBER OF DAYS PER WEEK

_____ 2 days
_____ 3 days
_____ 4 days

LENGTH OF SESSION

_____ 2½ hours
_____ Other (please explain)_____

_____

WHERE WILL THE CENTER BE LOCATED?

_____ School building
_____ Cottage or adjunct school
_____ Church
_____ Community building
_____ High School
_____ Other (please explain)_____

_____

HOW WILL THE CENTER BE FUNDED?

_____ Tuition
_____ School District Funds
_____ Title I Funds
_____ Head Start Funds
_____ Special Education Funds
_____ Vocational Education Funds
_____ Other (please explain)_____

_____

IV. PROGRAM REQUIREMENTS

Staff

Essential Tasks

No matter what the size of the preschool program, there are a number of essential activities which must be carried out. In order for the four basic program elements of preschool, parent involvement, developmental screening and home visiting to be well-implemented, the following types of activities must be assigned to staff members:

Administration
Supervision
Daily Program
Parent Involvement
Training

The specific activities to be assigned in each category appear in Table I.

The size of the total program, the number of centers, and the nature of the funding will affect the way in which tasks are assigned and responsibilities divided. A large program requires more complex planning, scheduling and budgeting, and will need one or more people to coordinate and carry out these activities. As the number of centers increases, so does the need for supervision and coordination to insure that all centers are meeting the established goals and objectives of the program. Funding may also affect staff assignments. A program funded by Title I would necessarily assign some administrative and supervisory functions to the district Title I Coordinator. A private school program or parent cooperative would need to develop a staffing arrangement different from a public school program. Programs run by service centers or intermediate districts would have still another pattern of staffing. To help you work out your own staffing pattern two sample arrangements are provided, but the following recommendations should be followed no matter what your individual situation may be:

TABLE I

ESSENTIAL TASKS TO BE DONE BY PRESCHOOL STAFF

ADMINISTRATION

Ordering equipment, materials and supplies

Keeping tuition, attendance, and other records.

Program development: philosophy, materials and guides.

Program evaluation.

Provision of adequate housing.

Staff evaluation.

Maintaining adequate bus transportation.

Provision of facilities for registration.

Liaison between district personnel and services, preschool parents and community.

Expediting the sharing of ideas, equipment, and materials among staff.

Hiring new staff.

SUPERVISION

Daily supervision of teacher assistants, parents and volunteers.

Supervision of teacher assistants in scheduling and administering the developmental screening program.

Supervision of teacher assistants in the home visiting program.

Supervision of daily operation of centers.

TRAINING

Providing inservice to teacher assistants, parents and other volunteers.

Providing inservice to head teachers.

PARENT INVOLVEMENT

Planning and providing meetings, events, and activities.

Leading meetings and discussion groups.

Maintaining communications with parents.

Providing information about preschool to the community.

Providing meaningful experiences for parent volunteers.

CENTER PROGRAM

Planning the environment.

Planning specific experiences, activities and materials.

Providing a preschool experience for three and four year-olds.

Administration of developmental screening test to all children enrolled.

Carrying out the home visiting program.

1. Each observed activity should be assigned, and a specific person designated as responsible for carrying it out. Programs might easily overlook tasks such as program and staff evaluation and inservice training, but these are as vital to the successful implementation of the program as daily planning or supervision. By designating a specific person to be responsible for seeing that the task is done, the program will run more smoothly.

2. If the program is part of a school district, responsibility for the supervision and implementation of the daily program within a center should be assigned to one elementary school principal. This helps to make the preschool a part of the general school program and paves the way for the head teacher to gain important support services, and the use of the teacher's workroom, as well as having an experienced administrator available when questions or problems arise.

3. When the program grows to three or more centers, a program coordinator should be appointed. This will insure a consistent program and will facilitate the sharing of ideas, materials and equipment. The coordinator can become a spokesman for the program within the district and as such be able to work with diverse school, parent and community groups to bring about the best services possible to children and their families.

4. When a task will be carried out by more than one person, final responsibility for its completion should be clearly assigned. For example, while head teachers, teacher assistants and volunteers may all be involved in planning activities, final responsibility for planning should be clearly assigned to the head teacher.

The Center Staff

The head teacher has the responsibility for carrying out the daily preschool program and the various activities of the parent involvement program. These responsibilities stay constant, whether the total program serves twenty children or 200. As the size of the program grows, the head teacher may share some responsibilities with teacher assistants, relinquish some duties to a coordinator, or take on additional administrative functions, but the core of the duties will remain the same.

In a small center, with 20 - 30 children, the teacher will work with one teacher assistant, parent volunteers and student aides, if available.

As the size of the center increases, the number of teacher assistants and parent volunteers will also increase. We have found that the most cost effective staff configuration is the following:

160 children
- 4 groups
  - Mon./Wed. a.m. 40 children
  - Mon./Wed. p.m. 40 children
  - Tues./Thurs. a.m. 40 children
  - Tues./Thurs. p.m. 40 children
- 1 head teacher
- 5 part-time teacher assistants
- 4-6 parent volunteers per day
- 2-4 student volunteers if available

The Head Teacher

The basic responsibilities of the Head Teacher include the following:

Administrative Functions

1. Keeping tuition payment, attendance, testing and other records.
2. Submitting required reports.
3. Ordering equipment, materials, and supplies.
4. Hiring teacher assistants in conjunction with the center principal.

Supervisory Functions

1. Daily supervision of teacher assistants, parents, and volunteers.
2. Supervision of teacher assistants in scheduling and administering developmental screening program and home visiting program.

Center Program

1. Planning environment.
2. Planning for specific experiences, activities and materials.
3. Providing a preschool experience for 3 and 4-year-olds.

Parent Involvement

1. Planning and providing meetings, events and activities for parents.

2. Leading meetings and small group discussions.
3. Providing meaningful experiences for parent volunteers.

Training

1. Providing inservice to teacher assistants, parents, student aids, and other volunteers.

Minimum qualifications for this position should include the following:

1. Teaching certificate in early childhood education and/or elementary education.
2. Significant portion of undergraduate and/or graduate course work in early childhood education.

It would be advantageous to have a person with good organizational skills, some administrative experience, strong interpersonal skills and lots of energy.

We recommend that the head teacher be hired on a regular teacher contract and receive the same salary and benefits as other district teachers.

The Teacher Assistant

The teacher assistant works under the supervision of the head teacher, and is responsible for the following:

1. Providing a preschool experience for a group of 3 and 4-year-olds.
2. Participating in planning and inservice meetings.
3. Carrying out a home visiting program.
4. Administering a developmental screening test to all enrolled children.
5. Administering vision and hearing, screening program.

These are not trivial duties. The Teacher Assistant is a vital part of the team, having direct contact with both children and parents. It is important to choose this person with great care. Minimum qualifications for the position should include the following:

1. At least 6 quarter-hours of college credit in early childhood education and/or child development.
2. Ability to attend inservice classes in developmental screening, curriculum and home visiting on own time.

The teacher assistant should be a person who enjoys working with children, who understands the needs of the young child and who relates well to parents. In addition he/she should be open to new ideas and to direction from the head teacher.

During the 1977-78 school year, the first and second year teacher assistants in Jefferson County program were paid $3.34 per hour, and those who had been in the program longer were paid $3.64 per hour. The hourly rate increases periodically when a cost of living increase is given to the school district staff. They work a maximum of 20 hours per week and do not receive fringe benefits.

Parent Volunteers

Each family is strongly requested to work at the preschool two to six days per year. It is the head teacher's responsibility to plan meaningful experiences for the parent volunteers and to prepare them for the work experience.

The parent volunteers are an important part of the center team. While the work experience is designed to benefit the parent (see Parent Involvement Handbook, pp. 21-24), volunteers can greatly enhance the center program. Specific responsibilities of the parent volunteers are the following:

1. Work with individual children or small groups on specific tasks.
2. Help supervise large group activities.
3. Assist in preparation of program materials.

When bus transportation is provided, a special kind of parent volunteer is needed. Bus mothers are needed to ride the bus with the children on a regular basis. They make a firm commitment to ride the bus and spend the day working in the preschool center. Usually, a full or partial waiver is granted to the family in exchange for this commitment. The bus mothers are extremely valuable team members, for they know the children and the program well and can be assigned regular duties in the preschool. Bus mothers have the following responsibilities:

1. Help children on and off the bus.
2. Seat the children.
3. Maintain a safe environment on the bus.

4. Remain with the children at the bus stop until they are picked up.
5. Work in the center as a parent volunteer.

Student Aides

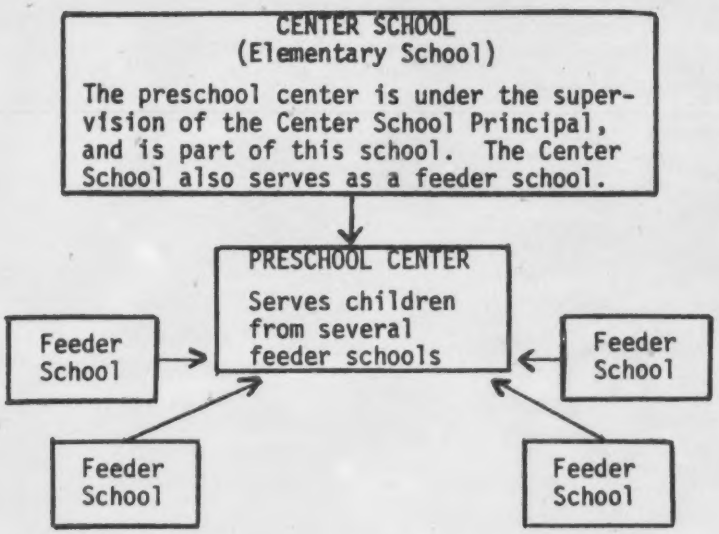
Working in a preschool center can provide an excellent practicum experience for high school students enrolled in child development or home economics courses. When they can be assigned to the preschool on a regular basis, they can be an excellent source of help for the preschool program. Student aide responsibilities should include the following:

1. Observe classroom procedures and individual children.
2. Work with individual children or small groups on specific tasks.
3. Attend center planning meetings when possible.

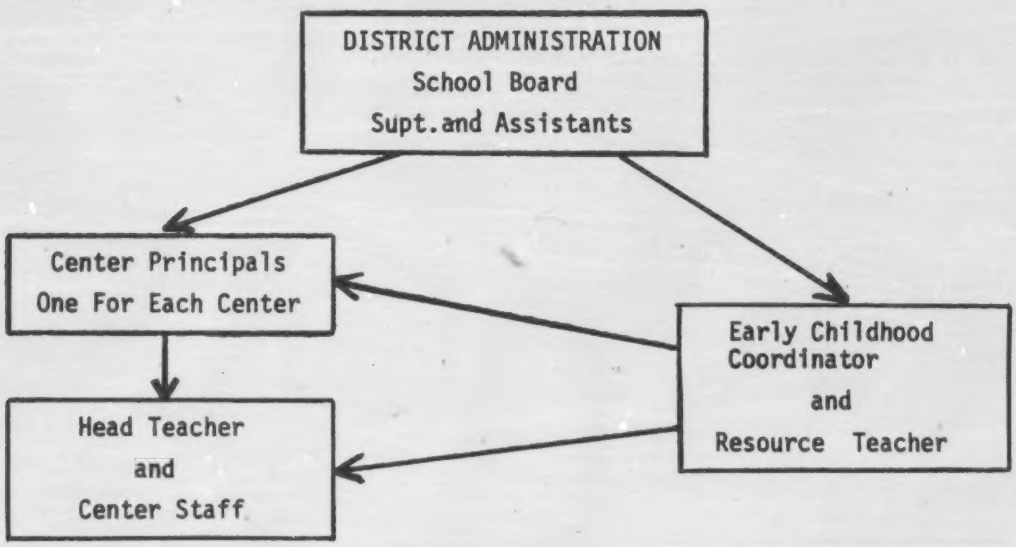
Additional Staff Positions for a Large Program

The "Added Dimensions to Parent and Preschool" program was developed by the Jefferson County Public Schools, a very large district, both in area and number of students. In 1978 the district served 82,000 students in 13 high schools, 22 junior high schools, 80 elementary schools, and 16 preschool centers.

Each of the 16 preschool centers serves children from several elementary school attendance areas. For each center one of these feeder schools is designated a center school, and the preschool is considered a part of that school, whether it is housed in that building or in some nearby facility.


CENTER SCHOOL
(Elementary School)
The preschool center is under the supervision of the Center School Principal, and is part of this school. The Center School also serves as a feeder school.
PRESCHOOL CENTER
Serves children from several feeder schools
Feeder School
Feeder School
Feeder School
Feeder School

The school district is divided into seven areas, each one under the direction of an area superintendent. The staffing pattern reflects the size of the district, with a number of people contributing to the running of the program. Coordination and direction for the preschool program are provided by the Early Childhood Coordinator, assisted by a Resource Teacher. Responsibility for the implementation of the program is shared by several people, each with clearly defined responsibilities. Area superintendents see to it that adequate housing and transportation are maintained, and that the program, as planned, is disseminated into the preschools in his/her area. Center school principals supervise the daily operation of the centers, assisting the head teacher with community relations, parent education and any special problems. The preschool and parent programs are carried out by the center head teacher, working with trained teacher assistants and parent volunteers.



Staff Organization - Large Program

Under this organizational plan, the responsibilities of the Early Childhood Education Staff are divided among several people.

Coordinator

Administrative Functions

1. Development of total program budget and allocation of resources to

centers according to enrollment, income and needs.

2. Program development and evaluation.
3. Development of total program schedules.
4. Liaison between district personnel and services, preschool parents, and community.
5. Facilitation of the sharing of ideas, equipment and materials among staff.
6. Monitoring enrollment, budget and general program operation.

Training

1. Planning and arranging for inservice for head teachers.

Resource Teacher

The resource teacher assists the coordinator in his/her responsibilities when the program becomes too large for one person to handle. The resource teacher's specific responsibilities should be assigned according to where help is needed most. Suggested duties include the following:

1. Teaching inservice classes on developmental screening and parent involvement.
2. Serving as a liaison between families, the schools, and community agencies to get help for children with special needs.
3. Serving as a resource for centers in all phases of the parent and preschool education program.

Center Principal

Administrative Functions

1. Hiring new head teachers in conjunction with early childhood coordinator.
2. Hiring teacher assistants in conjunction with the head teacher.
3. Evaluation of head teacher and staff.

Supervisory Functions

1. Supervision of daily operation of center.

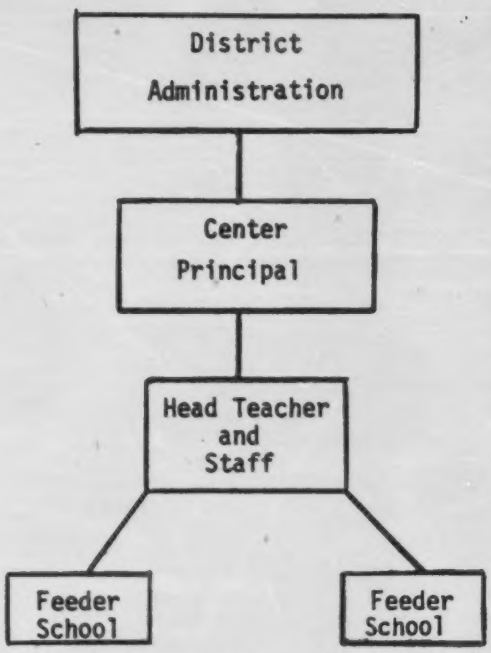
District Administration

The district administration is responsible for the following:

1. Providing adequate housing for the program.
2. Disseminating the program into the schools.
3. Appointing center principals.

Additional Staff Positions - Small Program

In a small program with one or two preschool centers, there would be no need for an early childhood coordinator or a resource teacher.



Staff Organization

The responsibilities of the coordinator and resource teacher would have to be divided among the district administration, center principal and head teacher and added to the duties listed above. A plan for this follows:

District Administration

1. Developing a budget and allocating resources.
2. Monitoring enrollment, budget and general program operation.

Center Principal

1. Liaison between district personnel and services, preschool, parents and community.
2. Planning and arranging for inservice training for center staff.

Head Teacher

1. Program evaluation
2. Program development
3. Development of program schedules

WORKSHEETS: STAFFING THE PRESCHOOL PROGRAM

On the next few pages are a series of worksheets to help you to identify and sort out your staff resources so that a plan for staffing your program can be devised. No two school settings are exactly alike, and while the previous job descriptions and staffing plans may offer some ideas which apply to your situation, the final plan for your program must reflect careful analysis of your own resources and needs.

The first step in developing your staffing plan is to consider your local school district staff to determine who might be available to contribute time and talent to the preschool program. Remember that a successful program requires staff to carry out administrative, supervisory, and training activities as well as the center and parent involvement programs.

WORKSHEET - SOURCES OF HELP

Please read the following list and put a check beside the people who might be available to give time to the pre-school program. If you can, estimate the amount of time each person might be able to give to the program. Remember, sometimes support can come from unexpected sources.

Likely Sources of Help	Can Help	Amount of Time
Superintendent		
Assistant Superintendent		
Director of Curriculum		
Principal		
Title I Coordinator		
Special Education Director		
Guidance Counselor		
School Psychologist		
School Nurse		
Home Economics Teacher		
Elementary Education Coordinator		
Parent		
Teacher		
Other		

Now that you have identified who in the district might help in the operation of the Added Dimensions Program, it is time to look at the specific activities that need to be assigned, and determine the following:

1. Who on the current staff will be responsible for each activity?
2. Which activities will need to be assigned to new staff members?
3. What new staff members need to be hired?

The essential tasks to be carried out by the preschool staff are presented on the following page in a checklist, with space beside each activity for identifying the person responsible for the activity.

WORKSHEET - ESSENTIAL TASKS

Please fill out the following checklist, assigning each activity to a present staff member when possible. When no one is currently available to take on a responsibility, indicate that a new person will be needed.

ADMINISTRATION

Task	Assigned to
Ordering equipment	
Program development	
Program dissemination and implementation	
Budget	
Staffing	
Housing	
Transportation	
Facilities for registration	
Liaison	
Facilitate sharing and exchange of ideas	

SUPERVISION

Task	Assigned to
Daily supervision of teacher assistants, parents, and volunteers.	
Supervision of scheduling and administration of developmental screening.	
Supervision of home visiting program.	
Supervision of daily operation of the center.	

TRAINING

Task	Assigned to
Inservice for assistant teachers	
Inservice for parents and other volunteers	
Inservice for head teachers	

PARENT INVOLVEMENT

Task	Assigned to
Planning and providing meetings, events and activities.	
Leading meetings and discussion groups.	
Maintaining communications with parents.	
Providing information about preschool to the community	
Providing meaningful experiences for parent volunteers.	

CENTER PROGRAM

Task	Assigned to
Planning the environment.	
Planning specific experiences and activities.	
Ordering materials as needed.	
Providing a preschool experience for three and four year-olds.	
Administration of developmental screening test to all children enrolled.	
Carrying out a home visiting program.	

WORKSHEET - YOUR PRESCHOOL STAFF

The final step in developing your staffing plan is to consolidate the information you have gathered on the previous two checklists. By listing all the responsibilities to be assigned to each person, you will have a clear idea of who will do what, what new people need to be hired, as well as a set of specific job descriptions for each position in your program.

Person or Position	Responsibilities

Staff Development

The success of a parent education and preschool program can be attributed to many factors, but prime among them is the quality of the center staff. To insure this quality, two approaches should be used:

1. Hiring people with an appropriate background in Early Childhood Education (see page 22 for qualifications for head teachers and teacher assistants).
2. Providing an appropriate staff development program for the members of the preschool team.

The use of a differentiated staffing pattern has a direct influence on the staff development effort, since some training is directed to head teachers, and some for teacher assistants.

The head teacher should have an excellent knowledge of early childhood development (see page 22), so that required training can be limited to preparing him/her to carry out specific aspects of the parent education and preschool program. These include the developmental screening, home visiting, and parent discussion group components.

Teacher assistants need to learn to administer the Denver Developmental Screening Test (DDST) (see page 110 for further information) to conduct home visits, and to implement the preschool curriculum on a daily basis.

In addition to the required inservice topics, opportunities for professional growth should be available. Optional courses in topics of interest to early childhood educators should be made available on a regular basis. These should address current developments in the field, fresh approaches to curriculum, new ideas for solving persistent problems, and needs expressed by the head teachers and teacher assistants.

Staff training activities are conducted on two levels. While some inservice training can be conducted on a program-wide level, some is more appropriately done at each individual center, where the head teacher is responsible for guiding and training the teacher assistants who work with him/her.

Training for Head Teachers

Administration of the Denver Developmental Screening Test (DDST)

The DDST is administered to all children during an initial home visit

(see Home Visiting Handbook, pp. 7-11). Since the head teachers are responsible for supervising the teacher assistants as they carry out the screening program, they must be able to administer the DDST, and check the performance of the paraprofessionals who give the test.

The training for the DDST includes working through a programmed manual, viewing training films, and administering the test as a final check on proficiency. The total process takes about ten hours. Additional time must be spent practicing giving the test to children, until proficiency is reached.

The objectives of the training for head teachers are the following:

- To understand basic principles of testing, such as validity and reliability.
- To become proficient in the administration of the DDST.
- To acquire techniques for training teacher assistants to administer the DDST.
- To acquire techniques for conducting a yearly review and checkout for teacher assistants.

The DDST is widely-used, and it is likely that a trainer is available in the local community. Sources for trainers include the following:

- public health nurses
- pediatricians
- school psychologists
- school nurses
- community college or college instructors

If a satisfactory local trainer cannot be found, the Added Dimensions staff can provide training for the DDST. While the purchase of test manuals and test kits is the responsibility of the local district, Added Dimensions can provide the training films.

Group Discussion Techniques

Head teachers conduct several series of parent discussion groups throughout the year, using a technique developed by the Child Study Association of America, 50 Madison Ave., New York, N.Y. 10026 (see Parent Involvement Handbook, pp. 25-27). Training is needed in this method, and it can be conducted by the Added Dimensions staff. Objectives of the training include:

- To learn the basic principles of the group discussion method.
- To participate in a session which is conducted according to these basic principles.
- To learn techniques for motivating discussion, facilitating problem-solving, and handling sensitive areas.

A basic text is available from the Child Study Association. If the trainees study it in advance, training can be completed in five to six hours. If no pre-training preparation has occurred, training can be completed in ten hours.

Home Visiting

If home visiting is a new activity for head teachers, training should be scheduled. Objectives of the training include:

- To learn about the three kinds of home visits used in the Added Dimensions program.
- To learn techniques for putting parents at ease, dealing with difficult situations and involving parents and children in activities.
- To learn to use the Play Materials Lending Library concept.

The Added Dimensions staff can provide this training in a four-hour course.

Curriculum and Recordkeeping

A head teacher with a strong background in Early Childhood Education can usually implement the curriculum and recordkeeping system without special training. However, the Added Dimensions staff can provide a four-hour training course if it is desired by the adopting district. The objectives of the training would be the following:

- To become familiar with the philosophy of the Added Dimensions program.
- To learn techniques for implementing the curriculum, including setting up the preschool environment, using learning centers, planning activities, and differentiating the program for three and four-year-olds.
- To learn to use the recordkeeping card and the class record sheets.

Administration of Vision and Hearing Screening

It is recommended that a routine vision and hearing screening be administered to all children at some time during the year. Training for this can be accomplished in approximately four hours. Arrangements should be made to have the school nurse train the teachers in the procedures used in the district.

Training for Teacher Assistants

Administration of the Denver Developmental Screening Test (DDST)

The teacher assistants carry out the developmental screening program by giving the DDST to each child in his/her home. The training for this should take place before school starts. The objective of the training is for assistants to become proficient in the administration of the DDST.

This training can be offered in the following ways:

- Teacher assistants can be trained along with the head teachers by the Added Dimensions staff or a local trainer.
- Head teachers can train their own teacher assistants, after they have been trained themselves, and have demonstrated proficiency.
- Training can be given by the Added Dimensions staff or a local trainer, and the proficiency checkout conducted by the trained head teacher.

Each year, returning teacher assistants should participate in a review of the DDST procedures, and be checked out again. The head teacher conducts this session in the center.

Administration of Vision and Hearing Screening

Teacher assistants should be trained along with head teachers.

Inservice Provided by the Head Teacher

Since the head teacher is responsible for guiding and training the teacher assistants, much training is carried out in the center throughout the year (see master schedule). While the head teacher must use his/her judgment when setting priorities and selecting areas to be addressed, certain topics must be included. These are orientation to the program, curriculum, and recordkeeping and home visiting.

Orientation to the Program

- The philosophy of parent education and preschool
- The five areas of development
- The preschool environment
- Working with young children - expectations and techniques
- Working with parents
- Schedule for the preschool day

Curriculum and Recordkeeping

- Working with the guide
- Appropriate activities for the preschool child
- Using the learning center approach
- Using the class recordkeeping sheets
- Keeping daily, weekly, and monthly records

Home Visiting (See the Home Visiting Handbook)

- Choosing the families to visit
- Making the initial contact with the family
- Using the Play Materials Lending Library
- Keeping home visiting records
- Ways to put parents at ease
- Dealing with difficult situations
- The importance of a positive attitude

Continuing Staff Development

It is strongly recommended that inservice opportunities relevant to early childhood teachers be made available on a continuing basis. These courses should be open to both head teachers and teacher assistants if they wish to attend. Sometimes it is appropriate to include the parent and preschool education staff in courses open to kindergarten and primary teachers. One inservice course should be offered each semester if possible. Courses can be taught by school district personnel, college and university teachers or local experts.

The following list contains suggestions for inservice courses (an explanation is provided when the title is not self-explanatory):

Working Well with Parents
Learning with Your Peers
(Teachers sharing ideas with teachers)
Language Development through Experiences
Music and Movement for Young Children
Enhancing Self-Concept in Young Children
New Techniques in Creative Arts
Individual Approaches for Using Classroom Resources Effectively
(Using aides, parents, high school students to improve the program)
Ways to Help Young Children Learn
The Special Child in the Regular Classroom
Learning Centers Workshop
Building on the DDST - Activities for Language, Motor and Social Emotional Development

The best source of ideas for inservice courses is often the teachers themselves. A periodic needs assessment can give excellent guidance when planning inservice courses.

STAFF DEVELOPMENT AT A GLANCE

TOPIC	HOURS	PARTICIPANTS	LEVEL	PROVIDER
Administration of DDST	10	Head Teachers & Teacher Assistants	Program-Wide	Added Dimensions Staff or Local Provider
Yearly Review of DDST	2	Teacher Assistants	Center	Head Teacher
Administration of Vision and Hearing Screening	4	Head Teachers & Teacher Assistants	Program-Wide	School Nurse
Group Discussion Techniques	5-10	Head Teachers	Program-Wide	Added Dimensions Staff
*Home Visiting	4	Head Teachers	Program-Wide	Added Dimensions Staff
Home Visiting	6	Teacher Assistants	Center	Head Teacher
Orientation	10	Teacher Assistants	Center	Head Teacher
*Curriculum and Record-Keeping	4	Head Teachers	Program-Wide	Added Dimensions Staff
Curriculum and Record-Keeping	6+ Ongoing	Teacher Assistants	Center	Head Teacher
Optional	Ongoing	Teacher Assistants	Center	Head Teachers
Optional	20	Head Teachers & Teacher Assistants	Program-Wide	Local Providers

* If Need Exists

PLANNING SHEET FOR STAFF DEVELOPMENT

Year_____

TRAINING FOR HEAD TEACHERS	REQUIRED	OPTIONAL	TRAINER	LOCATION	DATES
Administration of DDST					
Administration of Vision and Hearing Screening					
Group Discussion Techniques					
Home Visiting					
Curriculum and Recordkeeping					
TRAINING FOR TEACHER ASSISTANTS					
Administration of DDST					
Yearly Review of DDST					
Administration of Vision and Hearing Screening					
Orientation to the Program					
Home Visiting					
Curriculum and Recordkeeping					

CONTINUING STAFF DEVELOPMENT					

The preschool curriculum is presented in the Early Childhood Program - First Level. It has several important characteristics.

- It is a developmental curriculum. The objectives, activities and materials presented in the guide reflect the accumulated knowledge about how young children grow, develop, and learn. For example, we know that a three-year-old likes to play near other children, but often with little interaction with them. Two three-year-olds will sit in the sand together and dig tunnels and build roads, but each project is a separate entity. By the time they turn five, a big change has occurred. They can now play cooperatively, interacting so that if one child leaves, the character of the play changes. Now one child will build roads while the other digs tunnels, so that they can drive their cars through the sand together. There are similar developmental changes taking place in other areas - motor, emotional and cognitive. The preschool program serves to facilitate these changes by providing an enriched environment, interesting activities and the opportunity for children to spend a part of their day with their peers. The curriculum guide presents the expected changes in children from three to five years of age, in terms of 54 performance objectives, with a variety of activities to achieve each one and a system for assessing achievement. The curriculum integrates all five developmental areas and focuses on the "total child."

- Five aspects of the child's development are the concern of the preschool:

  -Personal-social
  -Motor
  -Aesthetic
  -Language
  -Cognitive

  The program recognizes the importance of all areas of development and their interrelatedness. Standing behind the 54 objectives of the program are the important goals of instilling a sense of self-worth in the child, of stimulating thinking and expression, of

encouraging exploration and curiosity. These are the prerequisites for successful educational experiences. Thus many of the activities cut across several developmental areas. An art activity may also enhance language skills, while a math game encourages social interaction. Equal weight and importance is given to activities in the personal-social area as to those in the other four developmental areas.

- It is a curriculum which can accommodate individual differences. Although children go through the same sequence of development, they do not always learn at the same rate or in the same ways. These individual differences are accommodated in several ways. A large variety of activities accompany each curriculum objective. Teachers can match the activities to the needs of their students, present new ideas in more than one format, and repeat content in interesting ways to motivate the children. No specific sequence is suggested. Teachers can adjust both the order and rate of introducing new material to suit the children.

  Activities are included which allow children to be successful at their own level of development. One child may listen to a story and answer two or three simple questions about it, while another may dictate a five minute description of the plot into a tape recorder. Both are demonstrating that they can listen to stories, an objective of the program, but on levels appropriate to their development.

- The curriculum emphasizes concrete experiences. Research and our own experience support the need for young children to be actively involved in activities, for they learn most effectively in this way. The curriculum offers a wealth of activities, which include manipulative "hands on" experiences through which children learn about themselves and their world.

Recordkeeping

An important part of the preschool program is the recordkeeping system. Children's progress in relation to the 54 performance objectives must be assessed regularly through the school year. Teachers can then make adjustments in their plans, prepare special materials for children

who need them, most effectively group the children and meet their individual needs. Two recordkeeping systems have been developed: an individual pupil progress card and a class record sheet (see Added Dimensions Kit #1 or #2). Both include a listing of each objective and space to record whether or not the child has achieved it. The class record sheet is very useful for planning, both for the group and the individual. The individual card is passed on to the kindergarten teacher and offers that teacher a wealth of information about each child who has attended the school district's preschool program.

The Preschool Environment

In order for the curriculum to be implemented, careful attention must be paid to arranging and equipping an appropriate environment for the program. The program needs a facility which has space for both areas and centers. Areas are permanent parts of the classroom. Centers are flexible high interest materials placed within areas which change as the units of work change. The basic Early Childhood areas include the following:

Rug or circle	Housekeeping
Worktables	Woodworking
Library	Science
Block	Paint

Early Childhood Education centers can include the following:

Coloring	Weighing
Finger painting	Magazines for cutting
Cut and paste	Needlework
Filmstrip viewing	Manipulatives
Listening	Dress-up
Measuring	Puppets

(See the Early Childhood Program - First Level, pp. v. - v.f., for a full discussion of both areas and centers.)

Often the space available to the parent education and preschool program has not been designed for use by young children, and flexibility and ingenuity must be used to adapt it to preschool use. Your own experiences in preschool education will help you in designing the environ-

ment, but a list of a few important considerations may also be an aid.

- Use screens, shelves, bookcases, rugs, and furniture to define areas of the room.
- Make materials accessible to the children by using low shelves and bookcases. This will encourage independence and make clean-up easier.
- Incorporate a large open space for motor and music activities, block play, and large group activities.
- Work towards a smooth traffic flow, with all areas accessible to the children.
- Put quiet areas such as the library as far as possible from noisy places such as the block area.
- Set aside a small space for a parent bulletin board, and parent library.

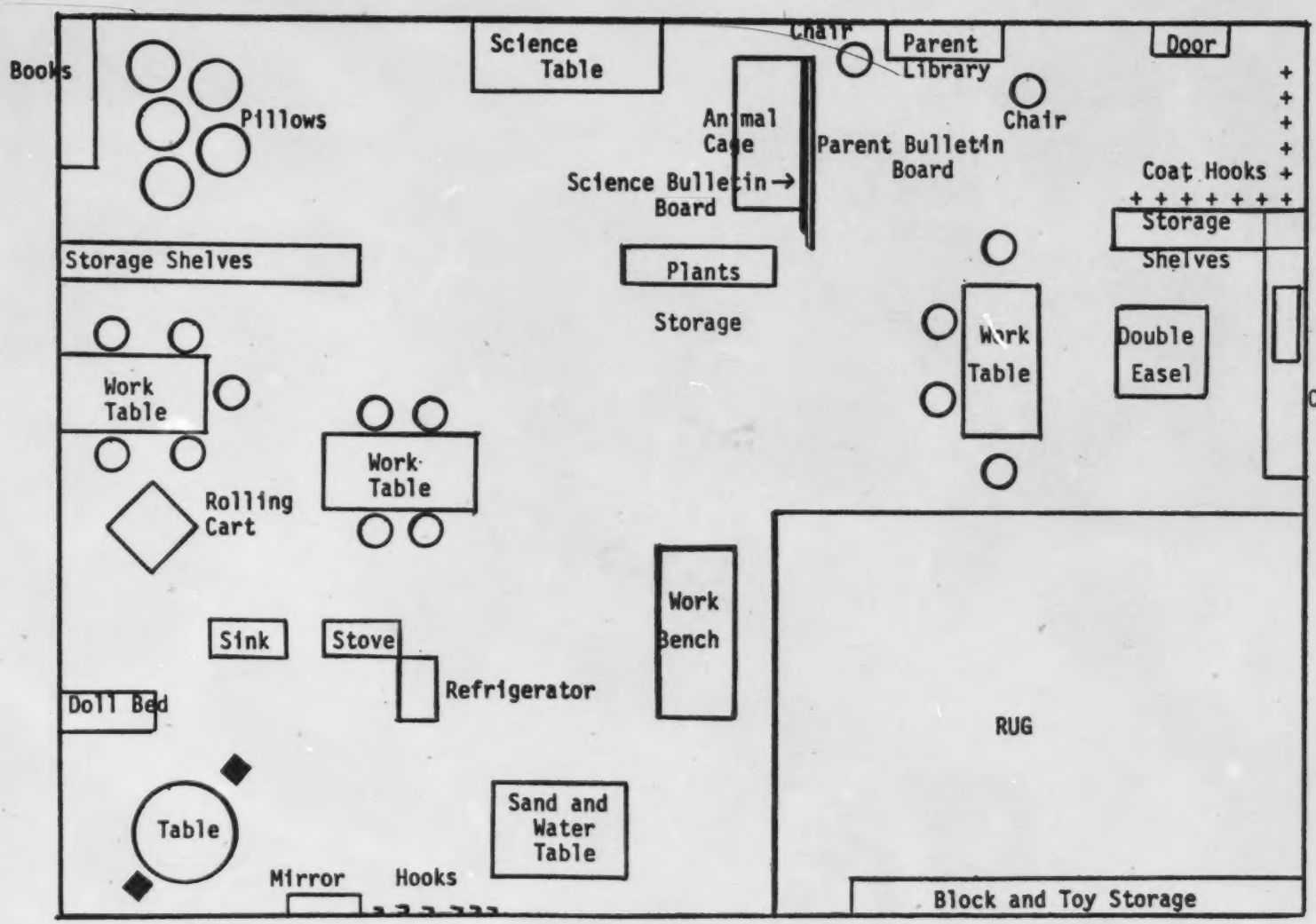
Two sample floor plans are included, which offer suggestions for arranging equipment and materials. Regulations governing the amount of space needed per child will vary from state to state. We have used a minimum of 35 sq. ft. per child in the plans.

Floor plan A (page 53) utilizes a 768 sq. ft. kindergarten room and can accommodate 22 children. Two carpets are used to define areas. The carpet in the block area reduces the noise and makes floor play more comfortable. The carpet in the library/science area makes this a cozy inviting corner for quiet explorations. The sand/water table is placed near the housekeeping area, encouraging its use in dramatic play. The paint materials are close to the sink, making preparation and clean-up easy to accomplish. The worktables can be rearranged when necessary, and a very large open space can be provided by moving a few pieces of furniture. The screen dividing the parent corner and the science area serves as a bulletin board for both areas. Coat hooks are attached to the back of a tall storage cabinet at the entrance.

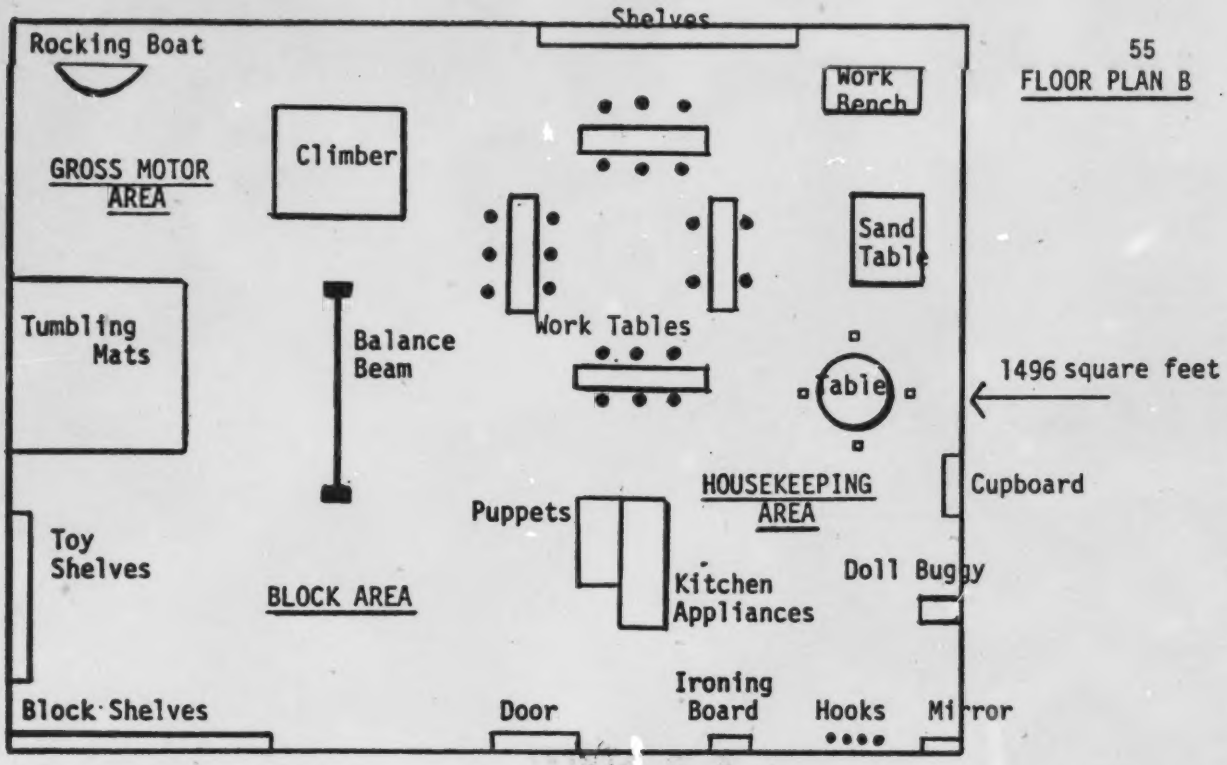
Floor plan B (page 55) depicts a church facility, consisting of a large room and three small rooms. Each small room houses a specific area or center - art, library-listening, and manipulative, and can be also used for opening and closing routines and small group activities. The large

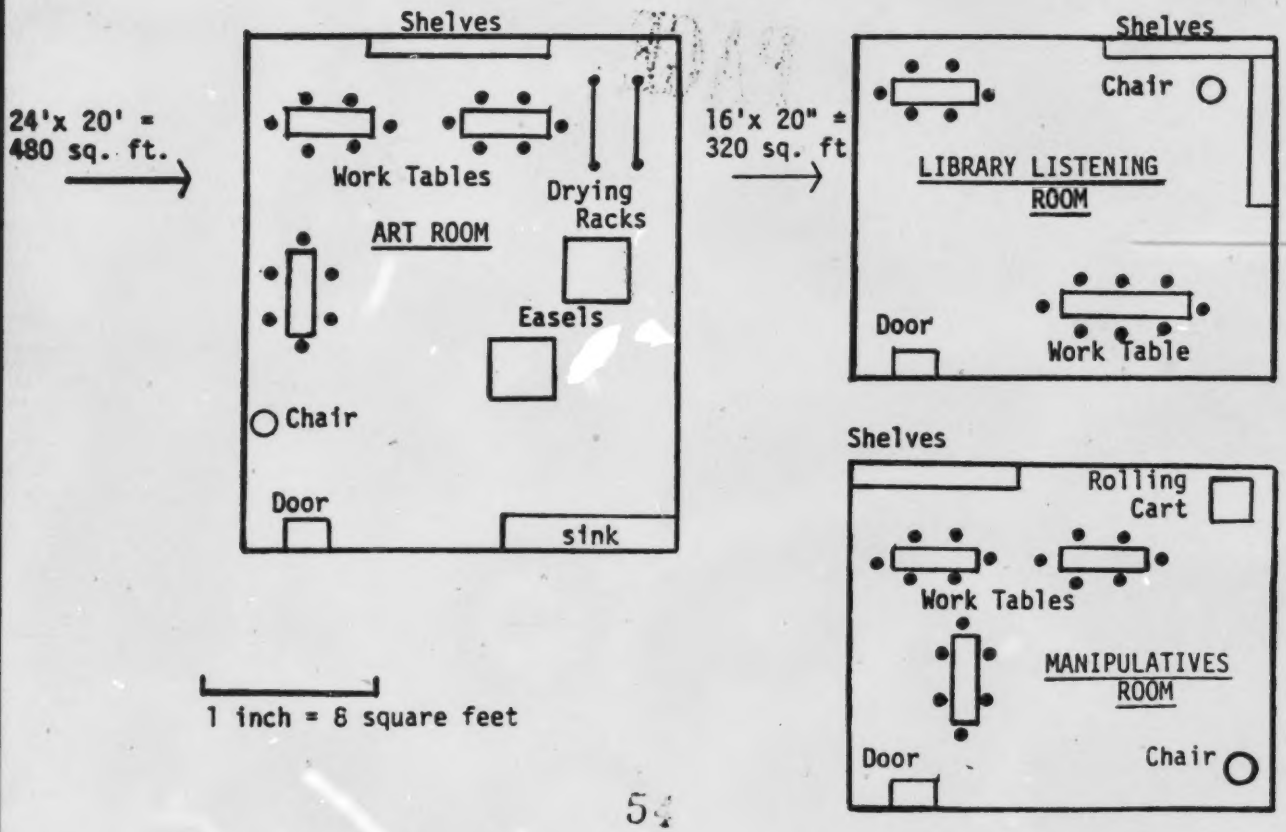
Total - 768 square feet

1 inch = 4 square feet



FLOOR PLAN B


Shelves
Rocking Boat
Work Bench
GROSS MOTOR AREA
Climber
Sand Table
Work Tables
Tumbling Mats
Balance Beam
Table
1496 square feet
HOUSEKEEPING AREA
Cupboard
Puppets
Toy Shelves
Kitchen Appliances
Doll Buggy
BLOCK AREA
Ironing Board
Block Shelves
Door
Hooks
Mirror


24'x 20' = 480 sq. ft.
Shelves
Work Tables
Drying Racks
ART ROOM
Easels
Chair
Door
sink
16'x 20" = 320 sq. ft
Shelves
Chair
LIBRARY LISTENING ROOM
Door
Work Table
Shelves
Rolling Cart
Work Tables
MANIPULATIVES ROOM
Door
Chair
1 inch = 8 square feet

room serves as a beehive area, where children can move freely among the areas, choosing the things they most want to do. The room is large enough to accommodate gross motor equipment, making that a daily choice for the children.

Minimum Equipment List

The minimum basic equipment needed to begin a preschool center serving 160 children (forty children per session) is listed below, with approximate costs. In many cases much of this list can be provided by the school district, donated or made by parents. The list presents only the minimum equipment needed to implement the program. Feel free to supplement it when possible.

MINIMUM EQUIPMENT LIST

Furniture	Price/Unit	Total Price
4-6 tables	$ 55.00	$220.00 - $330.00
20-40 chairs	9.50	$190.00 - 380.00
1 kitchen table	55.00	55.00
Total		$765.00
Storage		
2 puzzle racks	$ 7.50	$ 15.00
2 bookcases	95.00	190.00
1 hinged cabinet	228.00	228.00
1 bookrack	37.50	37.50
2 coatracks	40.00	80.00
1 block cart	34.25	34.25
Total		$584.75
Equipment		
1 housekeeping set	$200.00	$200.00
1 sand/water table	125.00	125.00
1 workbench	87.50	87.50
1 mirror	40.00	40.00
1 record player	100.00	100.00
1 tape recorder	60.00	60.00
1 listening-viewing center		
filmstrip projector	31.50	
headset and jacks	87.50	119.00
1 double easel	30.00	30.00
1 small animal cage, animal and food	30.00	30.00
Total		$791.50
Motor Equipment		
1 balance beam	$ 30.00	$ 30.00
1 triangle gym	85.00	85.00
1 rocking boat	62.00	62.00
Total		$177.00

Toys

1 set unit blocks	$125.00	$125.00
1 set hollow blocks (cardboard)	60.00	60.00
3 dolls	20.00	60.00
4 small wood trucks	10.00	40.00
2 large wood trucks	30.00	60.00
1 wheelbarrow/wagon	30.00	30.00
4 balls	4.00	16.00
12 puzzles (wood)	3.00	36.00
4 beginning		
4 intermediate		
4 advanced		
4 foam puzzles	5.00	20.00
2 peg boards	3.00	6.00
pegs for above	8.00	8.00
1 set Lego	50.00	50.00
1 set Mini Konnecto (starter set)	13.50	13.50
4 board games	6.00	24.00
2 cans stringing beads	4.00	8.00
1 set of 6 super magnets	10.00	10.00
1 balance scale	13.00	13.00
3 Geoboards	2.00	6.00
1 set Bristle Blocks (60 pieces)	13.00	13.00
1 set Parquetry Blocks	10.00	10.00
1 shape sorter	7.00	7.00
Total		$615.50
Tools for Workbench	$ 30.00	$ 30.00
Musical Instruments (Rhythm band)	50.00	50.00
Records - 10	5.00	50.00
Books		
40-50 children's books		200.00
Resource books		100.00
School Before Six	15.00	15.00
Workjobs	13.00	13.00
Songbooks, etc.		22.00
Total		$480.00

Miscellaneous

Scissors, brushes, storage trays, small toys	about -	$ 300.00
Total Materials and Equipment		$3,713.75
Delivery, tax, incr. 15%		557.00
Total		$4,270.75

PLAYGROUND EQUIPMENT - Movable

2-5 ft. climber set with maple cleated boards	$130.75
Steel ladder	22.75
Gangplank	45.00
Saw horse	26.75
Total	$225.25

PLAYGROUND EQUIPMENT - Stationary

Junior Crawl climber	$285.00
4-seat swing	305.00
Playdome	70.00
Total	$660.00
Delivery, tax, increased cost 15%	132.79
TOTAL PLAYGROUND EQUIPMENT	$1,018.04
GRAND TOTAL	$5,288.79

"Home-Grown" Equipment

Budgets are seldom ample enough to allow you to order everything you want. Sometimes alternatives to purchased equipment can be found, and sometimes parents and community members are willing to donate materials and labor to make equipment. And, of course, teacher-made games and materials are excellent teaching aids. Here are some suggestions for "home-grown" equipment and materials:

Workjobs

This book by Mary Barbara Lorton contains ideas for activity-centered learning in the areas of language and mathematics. The activities can be made very inexpensively from ordinary materials and provide high-interest materials for the worktable area and manipulative center.

Tree-stumps

An inexpensive workbench can be made from a sawed-off log turned on its end. Children can pound nails into the log or use it as a work surface.

Wading Pools

Small children's wading pools can be filled with water, sand, beans or macaroni as a substitute for a sand/water table.

Nuts and Bolts and Buttons

These can be used for sorting, matching, seriating, and combining sets.

Musical Instruments

Rhythm instruments can be inexpensively made from wood scraps, empty containers and miscellaneous hardware.

Pillows

Ask parents to donate or make fluffy pillows for the library area, eliminating the need for an additional table and chairs.

Wallpaper Sample Books

This paper is very useful for all kinds of art projects.

Paper

There are several sources of free paper. Often parents have access to these and will happily deliver it to the preschools.

- Print shops for odds and ends
- Newspapers for end rolls
- Businesses for discarded computer paper

Minimum Materials List

In addition to equipment, there are basic materials needed to implement the preschool program. A suggested rule-of-thumb for establishing a budget amount for supplies and materials is to allocate $.50 per child per month for supplies and materials, and for replacement of equipment in future years. For 160 children, this comes to around $700 for the year.

The list that follows is a minimum list. Each teacher will want to purchase additional materials for special events, special interests, and added variety. As with equipment, the basic list can be supplemented by donated or "scrounged" materials. Use your imagination! There are hidden treasures all around you for the asking.

SUGGESTED MATERIALS AND SUPPLIES

Preschool Center, - 160 Children

Prices are estimates only.

Materials	Quantity	Number/Unit	Price	
Paper				
Construction 12 x 18 (assorted colors, with extra red, green, orange and black)	24 packages	50 sheets/pk.	.50	12.00
Newsprint - 8½ x 11	1 ream	500 sheets	1.00	1.00
Newsprint - 24 x 36	1 ream	500 sheets	5.50	5.50
Tissue paper - 20 x 30 (assorted colors)	6 packages	24 sheets	.75	4.50
Finger paint paper - 16 x 22	3 packages	100 sheets	2.00	6.00
Duplicator paper - 8½ x 11	3 reams	500 sheets	1.50	4.50
Crayons - large - 8 colors (5 boxes each color)	40 boxes	8/box	.65	26.00
Paints				
Tempera, powder (assorted colors, more of primary colors)	24 pts.		1.10	26.40
Watercolor	12 boxes	8 colors/box	1.50	18.00
Finger (red, green, yellow red)	12 jars		.65	7.80
Glue - white liquid	4 gallons		4.00	16.00
Paste	1 quart		1.25	1.25
Chalk				
Colored chalk	1 box		4.00	4.00
Yellow chalk	1 box		1.50	1.50
Clay, moist	4 packages	25 lbs.	1.75	7.00
Clay-modeling (grey-green)	4 packages	5 lbs.	2.25	9.00

SUGGESTED MATERIALS AND SUPPLIES (Cont)

Preschool Center - 160 Children

Prices are estimate only.

Materials	Quantity	Number/Unit	Price	
Tape				
Masking 1"	10 rolls	60 yd/roll	.50	5.00
Transparent 1/2 "	10 rolls	1296" roll	.30	3.00
Tape - Cassettes 30 minute	10		.80	8.00
Cotton yarn (assorted colors)	6 skeins	100 yd/skein	.85	5.10
Felt - 9 x 12 (assorted colors)	20 sheets		.25	5.00
Flour	1 bag	10 lbs.	.25	1.25
Salt	5 boxes	1 lb.	.25	1.25
Stapler	2		3.50	7.00
Staples	6 boxes		.60	3.60
Duplicator Masters	1 box		3.00	3.00
Cooking supplies and snacks				100.00
Styrofoam cups	9 cases	1000/case	6.50	58.50
Facial Tissue	8 boxes		.60	4.80
Napkins	1 case	3000/case	18.00	18.00
TOTAL				$373.95

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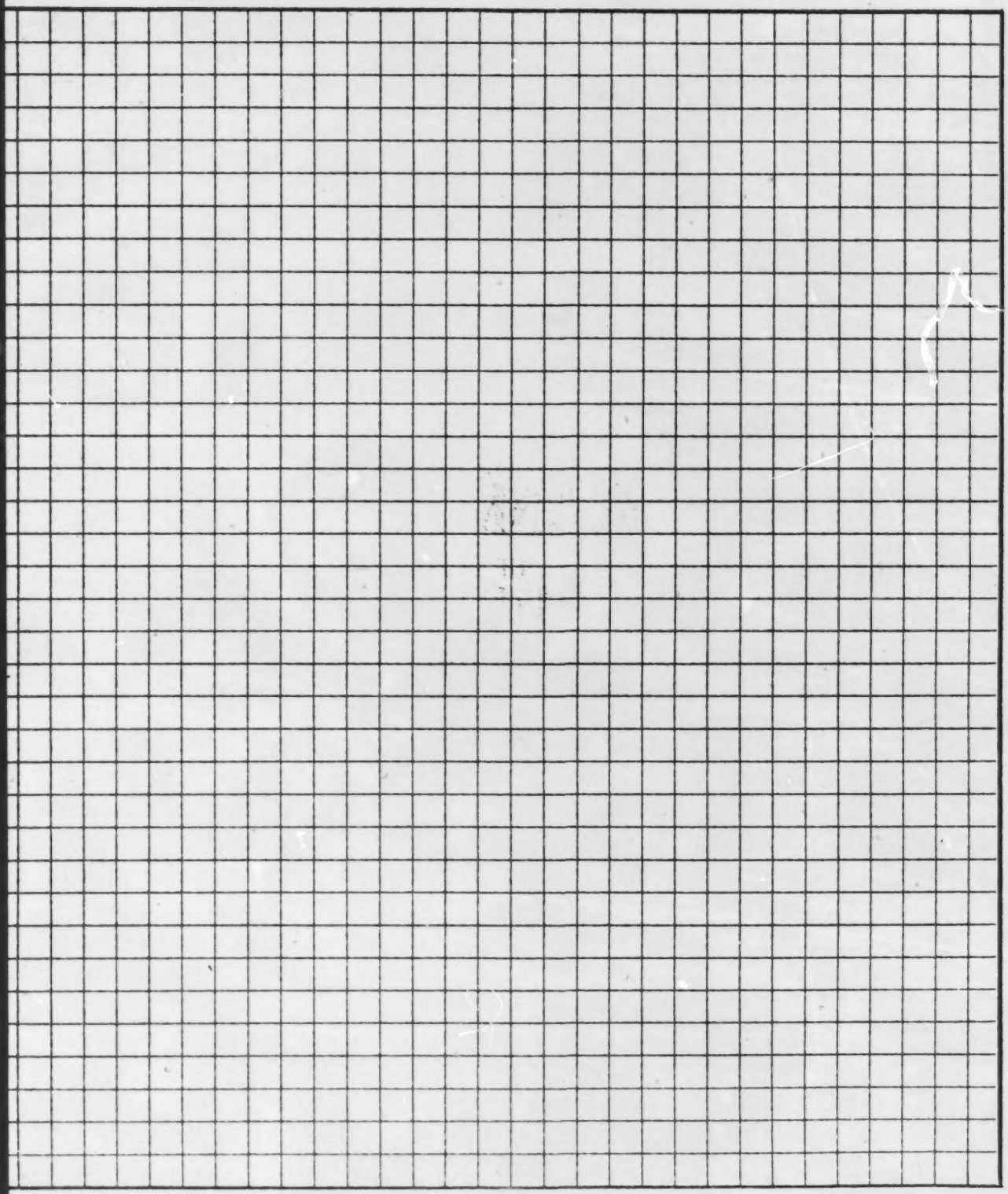
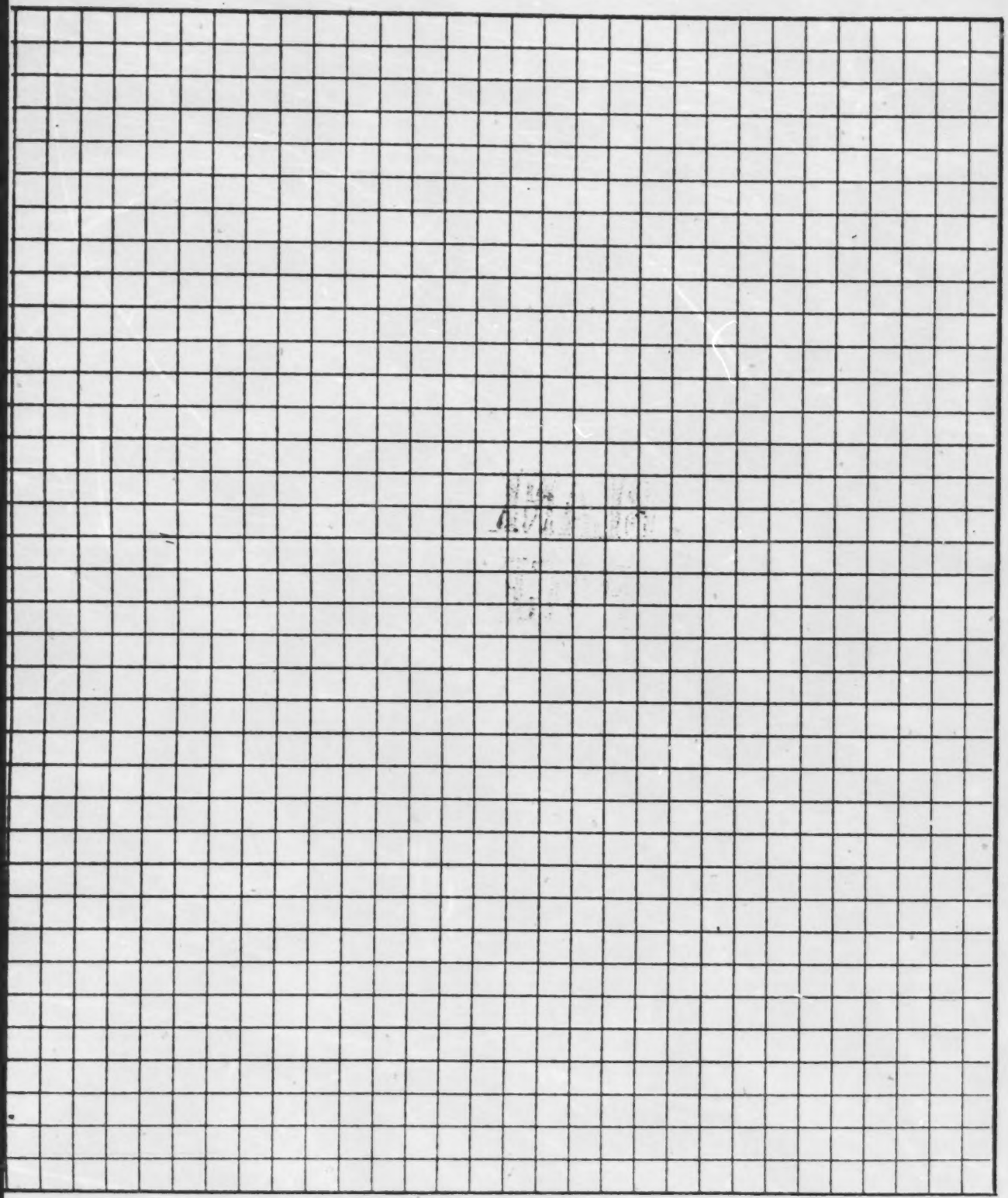
PLANNING WORKSHEET - CLASSROOM ENVIRONMENT

Use this page to make a floor plan of the preschool room.





CLASSROOM ENVIRONMENT CHECKLIST

After you have completed a floor plan for your center, please check your plan against these questions. Adjust your plan, if necessary.

		Yes	No
1.	Will the traffic pattern allow for children to move easily through the room?	____	____
2.	Are there a variety of spaces in the room -		
	for a large group?	____	____
	for a small group?	____	____
	for one or two children to "retreat" to?	____	____
3.	Are "noisy" areas as far away as possible from "quiet" areas?		
4.	Are materials accessible to the children on low shelves or bins?	____	____
5.	Is there adequate storage space?	____	____
6.	Is there adequate table-top space?	____	____
7.	Is the art area as close as possible to the water?	____	____
8.	Is there a place for parent notices, pamphlets, and books	____	____

EQUIPMENT - WORKSHEET

Before you begin ordering equipment, it is good to identify your needs, take stock of what is already available and determine if some things can be found or made by volunteers. The worksheets will help you do this. The essential equipment is now listed by area of use. Additional spaces have been left for you to add other things you have or want to have. When you finish the worksheets, you will know what you need and how you will get it. When all of your equipment is on hand you will have a complete inventory list for future reference.

AREA	EQUIPMENT	HAVE	NEED		
			TO PURCHASE	TO FIND	TO MAKE
Worktables	4-6 tables				
	20-40 chairs				
Library	40-50 children's books				
	1 book rack				
Block	1 set unit blocks				
	1 set hollow blocks				
	1 block cart				
	4 small wood trucks				
	large wood truck				
	1 wheelbarrow or wagon				

AREA	EQUIPMENT	HAVE	NEED		
			TO PURCHASE	TO FIND	TO MAKE
Storage	2 coat racks				
Paint	1 double easel				
	scissors				
	brushes				
	sponges				
Manipulative	12 wood puzzles				
	4 foam puzzles				
	2 pegboards				
	1 set Lego				
	1 set Mini Konnecto				
	2 cans stringing beads				

AREA	EQUIPMENT	HAVE	NEED		
			TO PURCHASE	TO FIND	TO MAKE
Manipulative	3 Geoboards				
	1 set Bristle Blocks				
	1 set Parquetry Blocks				
	1 shape sorter				
Housekeeping	1 stove				
	1 sink				
	1 refrigerator				
	1 kitchen table				
	1 mirror				
	3 dolls				

AREA	EQUIPMENT	HAVE	NEED		
			TO PURCHASE	TO FIND	TO MAKE
Woodworking	1 workbench				
	tools				
Science	1 small animal, cage and food				
	6 super magnets				
	1 balance scale				
Miscellaneous	4 board games				
	musical instruments				
	small toys				

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AREA	EQUIPMENT	HAVE	NEED		
			TO PURCHASE	TO FIND	TO MAKE

Schedules for the Preschool

This section includes information about two types of schedules, the overall center schedule, including hours of operation, staff work patterns, and managing separate sessions, and the daily schedule for the children.

Center Schedules

For small centers and centers with ample space, determining the center schedule will be a simple task. Hours can be set to meet the needs of the community.

As the size of the center population increases, complications sometimes set in. These include the following:

- Meeting bus schedules
- Sharing space
- Scheduling teacher assistants

Two sample schedules offer suggestions for solving some of these problems.

Schedule A has four sessions with forty children attending each session. Because of bus schedules there are different starting times for the Monday - Wednesday groups than for the Tuesday - Thursday groups. There are two groups of teacher assistants. Each teacher assistant spends ten hours a week in the classroom and 2-3 hours a week planning and home visiting (p. 78).

Schedule B (p. 79) presents a solution to the problem of shared space. The center is large and housed in a church. The facility can not always be used in the afternoon. Since there is plenty of space in the church, an overlap schedule is used. The children are placed in two groups of forty - an early session and a late session. When the first group arrives, the children go to several individual classrooms for small group activities. After an hour they all meet in the beehive, a very large room with many activities and centers. For one hour the children can choose among the activities, work in small groups, and interact with adults and children. The last half hour of the session is spent in the individual classrooms. The late session follows the same sequence, beginning one hour later. Thus there are 80 children in the center for a

CENTER SCHEDULE A

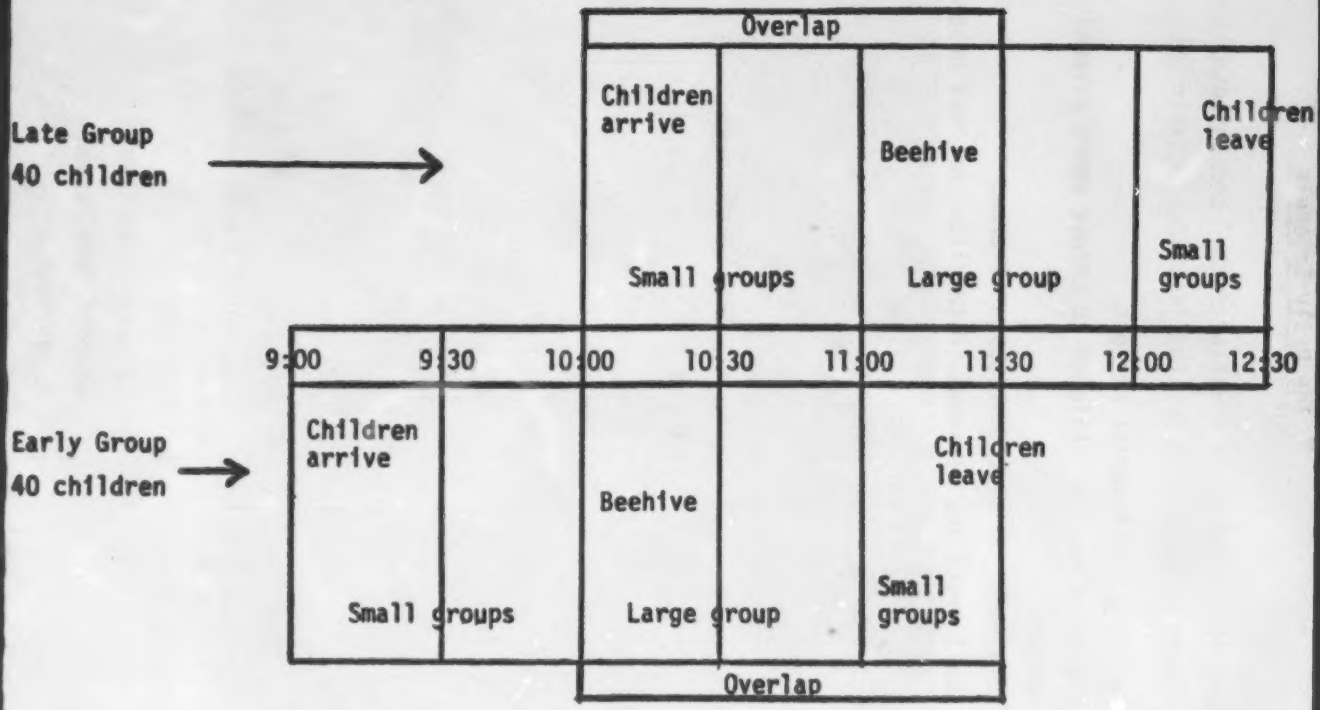
Large Center - Morning and Afternoon Schedule

Monday-Wednesday	Tuesday-Thursday
9 - 11:30 a.m. 40 children 3 teacher assistants 3 parents	9:15 - 11:45 a.m. 40 children 3 teacher assistants 3 parents
Staff - Lunch	Staff - Lunch
12:30 - 3:00 p.m. 40 children 3 teacher assistants 3 parents	12:15 - 2:45 p.m. 40 children 3 teacher assistants 3 parents

CENTER SCHEDULE B

Large Center - Overlap Schedule

80 Children
1 Head Teacher
6 Teacher Assistants
6 Parents
Volunteers



1½ hour overlap period. This schedule is followed for two Monday-Wednesday groups and two Tuesday-Thursday groups, allowing 160 children to attend the center.

The Daily Schedule

The Daily Schedule is a reflection of the philosophy of the program, since it must provide time for the following activities:

- Learning and interest centers
- Opportunities for children to choose among several areas or centers
- Activities in five developmental areas
- Small group and personal instruction, so that programs can be individualized

Three daily schedules are included to help you in planning.

DAILY SCHEDULE A

9:00 - 9:25 a.m.	Greet children on playground Outdoor play
9:25 - 9:45 a.m.	Opening routines Music and movement
9:45 - 10:45 a.m.	Beehive Ongoing areas Blocks, easel, housekeeping Short-term centers Straw painting, planting seeds, making cookies Snack available on a serve-yourself basis
10:45 - 11:00 a.m.	Story
11:00 - 11:30 a.m.	Small groups Language development Concept development Daily evaluation

DAILY SCHEDULE B

9:00 - 9:15 a.m. Opening routines

9:15 - 10:00 a.m. Small groups
Children go to each group in rotation
Music
Language development
Math, Science or Art

10:00 - 10:30 a.m. Gross motor
Outside if weather permits

10:30 - 10:40 a.m. Snack

10:40 - 11:20 a.m. Beehive
Children can choose from a limited number of prepared choices.
Choices change weekly

11:20 - 11:30 a.m. Daily evaluation
Prepare to go home

DAILY SCHEDULE C

9:00 - 10:00 a.m. Small groups
9:00 - 9:10 a.m. Opening routines
9:10 - 10:00 a.m. Interdisciplinary activities encompassing Art, Language, Math, Music, Science and Social Studies

10:00 - 11:00 a.m. Beehive
Areas and centers stressing learning by doing. Children make choices for themselves including snack.

11:00 - 11:10 a.m. Story, music, finger plays, or puppets

11:10 - 11:30 a.m. Gross Motor
Outdoors if weather permits

The Parent Involvement Program

The Parent Involvement Handbook describes the activities that make up this part of the program.

The Home Visiting Program

The Home Visiting Handbook contains the details of this component of the Added Dimensions program. The Play Materials Lending Library booklet gives suggestions for ongoing home visits. Each play item is described, and several appropriate activities listed. Each activity is designed to meet an objective from the curriculum so that the home visitor can match the child's needs to an appropriate activity, and help parents to reinforce the concepts learned at the preschool.

V. ADOPTING THE ADDED DIMENSIONS PROGRAM

The Added Dimensions program is available for adoption by local schools and school districts. The Added Dimensions staff, working in conjunction with the National Diffusion Network (NDN) offers written materials, training and technical assistance to those with a sincere desire to begin a parent and preschool education program. While the total program can be adopted, it is also possible to adopt each of the four components separately, or in combination with one or two other components. Adoption can be a school's first-time venture into parent and preschool education, or provide a way of improving an existing program.

Since each local situation is unique, some modification of the program may be necessary in order to have the best chance for a successful adoption. But there are key elements of each program component which must be a part of any program adoption. These key elements comprise the core of the Added Dimensions program, and represent the unique combination of services which has resulted in success. A listing of these key elements appears on the following page.

KEY ELEMENTS OF THE ADDED DIMENSIONS PROGRAM

The Preschool Curriculum

- Two-four preschool sessions per week.
- A differentiated staff consisting of a certified head teacher, trained teacher assistants and parent volunteers.
- A preschool environment including early childhood areas and centers which emphasizes manipulative, concrete, "hands-on" experiences.
- Activities which lead to the achievement of the 54 performance objectives in the curriculum guide.
- Activities geared to the special needs of individual children.

Developmental Screening

- Administration of the Denver Developmental Screening Test (DDST) in each child's home.
- Appropriate intervention activities for children with abnormal, questionable or delayed ratings.
- Retesting the above children in the spring after intervention.

Home Visiting

- A visit to every child's home at the beginning and end of the school year.
- Ongoing visits to selected families in the interim.

Parent Involvement

- Four or more parent meetings a year.
- One or more series (4-6 weeks) of parent discussion groups.
- Parent participation in the preschool 2-6 times a year.

Adoption of the program entails certain responsibilities both on the part of the adopter and the Added Dimensions project.

Responsibilities of the Adopter

- To implement the key elements of the components chosen for adoption.
- To participate in the training necessary for successful implementation.
- To provide evaluation data to the Added Dimensions project.

Responsibilities of the Added Dimensions Project

- To conduct training sessions.
- To visit the adoption site to check progress after the program has been installed.
- To arrange visits to the Added Dimensions site.
- To provide ongoing consultation and advice.
- To provide assistance with proposal-writing and program evaluation.

When a decision to adopt the program is reached, an agreement is drawn up, detailing the specific responsibilities of the adoptor and the Added Dimensions project. This agreement is tailored to meet local needs and conditions. The agreement includes the following information:

- The components to be installed.
- The specific materials to be purchased.
- The evaluation data to be collected and reported.
- The training to be provided and the personnel to be trained.
- Whether an on-site visit or visit to the Added Dimensions site will be made.
- The financial responsibilities of the adopter and the Added Dimensions project.

VI. MASTER SCHEDULE

Fitting all the pieces of the Added Dimensions program together is a challenging and complex task. Parent meetings... staff training... advisory meetings... tuition collection... field trips... newsletters... and more, require the Head Teacher's attention at some time during the year. To help you in this task, a sample month-by-month schedule has been prepared. It incorporates activities from all four components of the Added Dimensions program, and includes monthly responsibilities as well as once or twice a year duties. There is an empty calendar for each month, so that you can begin to plan your own schedule.

Ongoing Responsibilities

The following tasks need to be completed each month:

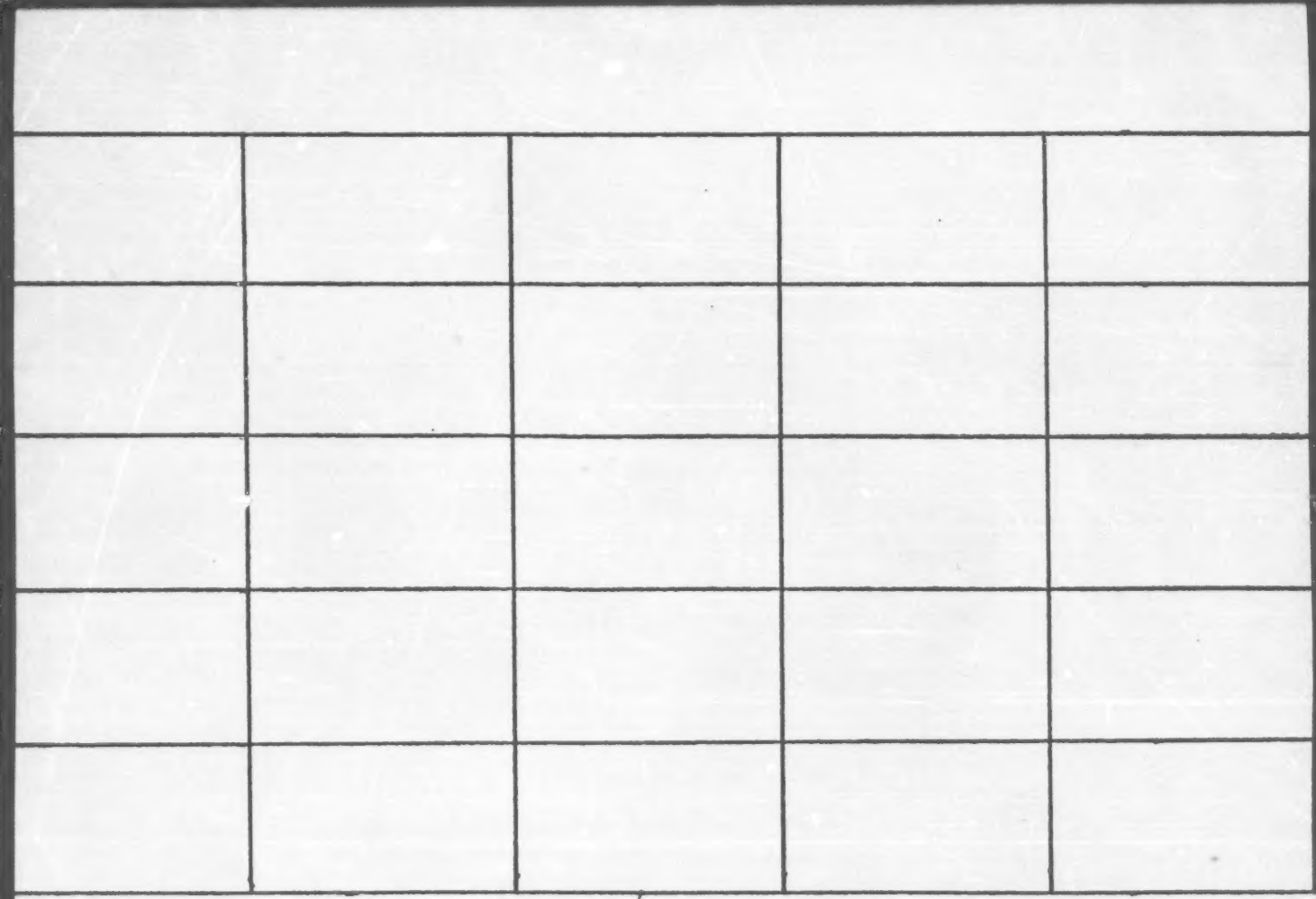
- Planning and inservice meetings with center staff
- Parent Meetings
- Center Advisory Committee meetings
- Meeting with Pupil Personnel Services Team (if available)
- Prepare the parent newsletter
- Head Teachers Meeting
- Prepare monthly financial report
- Record children's progress on recordkeeping cards and sheets.

SEPTEMBER

Monday	Tuesday	Wednesday	Thursday	Friday
Prepare physical environment Arrange transportation schedule	Staff Meeting Monthly Planning Send letters about orientation meeting	Inservice Home Visiting Curriculum	Prepare class lists, name tags, etc.	Prepare materials for first month. Head Teachers' Meeting
Large Group Meeting → Orientation →		First day of school M-W group	First day of school T-Th group	Inservice & Planning DDST review and check
Prepare parent work schedule Notify parents				Inservice & Planning Screening hearing and vision
		First Center Parent Advisory Meeting Organize parent committees	Send Newsletter Home	Financial Report due

HIGHLIGHTS

- Prepare for beginning of school
- Inservice classes for DDST, Home Visiting, and Vision and Hearing Screening
- First days of school



OCTOBER

Monday	Tuesday	Wednesday	Thursday	Friday
Home Visiting Begins			District Parent Advisory Meeting	Monthly Planning Meeting Head Teachers' Meeting
Begin vision and hearing screening	Follow up children now in kindergarten	Meet with PPS team	Contact kindergarten teachers of last year's students to follow up on progress	Parent Workshop
M-W Parents Parent discussion group meeting	T-Th Parents Parent discussion group meeting	Center Parent Advisory Meeting	Send Newsletter Home	District-Wide Inservice for Teacher Assistants
M-W Parents Parent discussion group meeting	T-Th Parents Parent discussion group meeting			Financial Report due Center Inservice/ Planning

HIGHLIGHTS

- Begin Home Visiting for DDST Administration
- Begin Parent Discussion Groups
- Begin Vision and Hearing Screening

NOVEMBER

Monday	Tuesday	Wednesday	Thursday	Friday
Continue Home Visits and Vision and Hearing Screening →				
M-W Parent Discussion Group Meeting	T-Th Parent Discussion Group Meeting	Staff review of home visits	District Parent Advisory Meeting	Monthly Planning Head Teachers' Meeting
M-W Parent Discussion Group Meeting	T-Th Parent Discussion Group Meeting	Meet with PPS team Center Parent Advisory Meeting		Center Inservice/ Planning
	Large group meeting Selecting toys for the young child	Staff review of home visits	Send Newsletter home	Parent Workshop
		Financial Report due	THANKSGIVING →	

HIGHLIGHTS

- Review home visits with Teacher Assistants

DECEMBER

Monday	Tuesday	Wednesday	Thursday	Friday
Initial Home Visits concluded →				
Vision and Hearing Screening concluded →		Staff review of home visits		Monthly Planning Meeting - Head Teachers' Meeting and Luncheon
		Meet with PPS team		Center Inservice/ Planning
		Identification of families for ongoing home visits center	Send newsletter home	Financial Report due
CHRISTMAS VACATION →				

HIGHLIGHTS

- Identify families for ongoing home visits

JANUARY

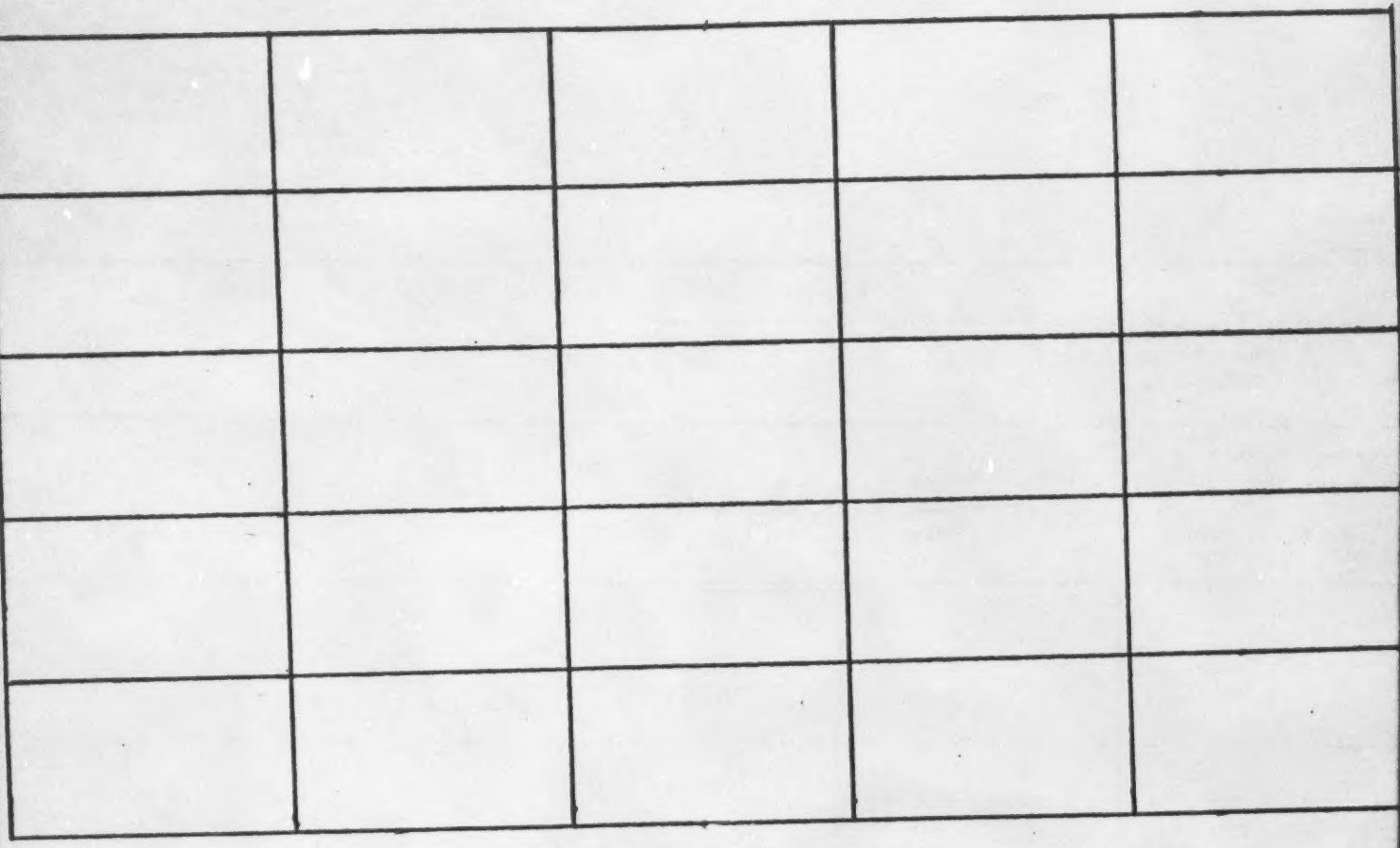
Monday	Tuesday	Wednesday	Thursday	Friday
Ongoing home visiting begins				Monthly Planning Meeting Head Teachers' Meeting
Complete Hearing and Vision referrals and send to nurse	Large Group Meeting "Speech and language development"	Meet with PPS team	District Parent Advisory Meeting	Parent Workshop
		Center Parent Advisory Meeting	Send newsletter home	Center inservice "Ongoing home visit review"
M-W Parent discussion group meeting	T-Th Parent discussion group meeting			Financial Report due Center Inservice/ planning

HIGHLIGHTS

- Begin Ongoing Home Visits
- Begin Second Session of Parent Discussion Groups

FEBRUARY

Monday	Tuesday	Wednesday	Thursday	Friday
Ongoing Home Visits continue. M-W Parent discussion group meeting	T-Th Parent discussion group meeting		District Parent Advisory Meeting	Monthly Planning Meeting Head Teachers' Meeting
M-W Parent discussion group meeting	T-Th Parent discussion group meeting	Meet with PPS team		Parent Workshop
M-W Parent discussion group meeting	T-Th Parent discussion group meeting	Center Parent Advisory Meeting	Send newsletter home	Center Inservice-assessing children's progress
	Large Group Meeting "Bring a Dad to Preschool"			Financial Report due Center Inservice/ planning



MARCH

Monday	Tuesday	Wednesday	Thursday	Friday
Ongoing Home Visits continue			District Parent Advisory Meeting	Monthly Planning Meeting Head Teachers' Meeting
	Large Group Meeting "Nutrition and the preschooler"	Meet with PPS team		Parent Workshop
		Center Parent Advisory Meeting	Send Newsletter Home	Center Inservice "Helping the Child with Special Needs"
				Financial Report due Center Inservice/ planning

APRIL

Monday	Tuesday	Wednesday	Thursday	Friday
Ongoing home visits concluded → Final home visits (conferences) begin for all children →		M-W Parent discussion group	District Parent Advisory Meeting T-Th Parent Discussion Group	Monthly Planning Meeting Head Teachers' Meeting
Contact feeder school principals to arrange kindergarten visitation for 4-year-olds →		Meet with PPS team M-W Parent discussion group	T-Th Parent discussion Group	Parent Workshop
	Large group meeting Speaker chosen by parents	Center Parent advisory M-W Parent discussion group	Send newsletter home. T-Th Parent discussion group	Center Inservice "End-of-year home visits"
		M-W Parent discussion group	T-Th Parent discussion group	Financial Report due Center Inservice/planning

HIGHLIGHTS

- Begin third session of Parent Discussion Groups
- Arrange for 4-year-olds to visit kindergartens
- Begin end-of-year home visits

MAY

Monday	Tuesday	Wednesday	Thursday	Friday
Final home visits continue →			→	Monthly Planning Meeting
Begin preregistration of 3-year-olds →			→	Head Teachers' Meeting
M-W 4-year olds visit kindergarten	T-Th 4-year olds visit kindergarten	Final meeting with PPS team		Meet with kindergarten teachers to share information about incoming children ↓
Final check of records to insure completeness		Final Center Parent Advisory meeting	Send Newsletter home	
			Send records to children's next school	Financial Report due Screening and home visit reports due

HIGHLIGHTS

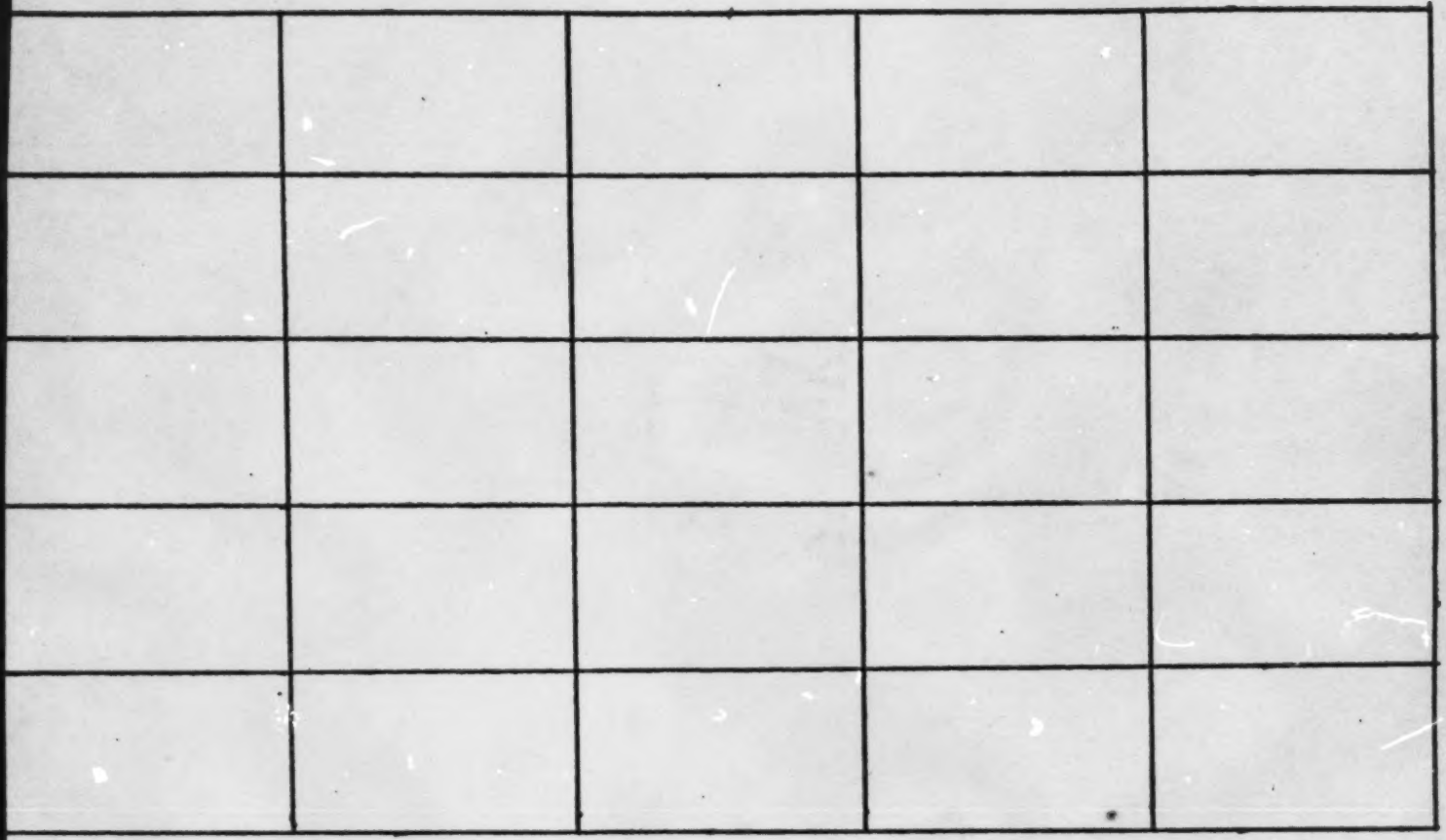
- Registration for next year begins
- Meet with kindergarten teachers to share information about incoming children
- Complete all records of children
- Prepare screening and home visiting reports
- Send records on to children's new schools

JUNE

Monday	Tuesday	Wednesday	Thursday	Friday
Final week of school →				
Return all borrowed materials to district office →				
Prepare center for summer →				

HIGHLIGHTS

- Return all borrowed materials
- Prepare center for summer



VII. SOURCES FOR PROGRAM MATERIALS

Added Dimensions to Parent and Preschool Education

Materials Available Free of Charge:

- Program Description Booklet
- Play Materials Lending Library Pamphlet
- Parent Discussion Group Pamphlet
- Denver Developmental Screening Test Pamphlet

Materials Available at Cost:

Early Childhood Program Guide - First Level Ages 3 and 4	$ 7.50
Early Childhood Program Guide - Second Level Kindergarten	$10.00
Manual for Teachers and Administrators	$ 5.50
Parent Involvement Handbook	$ 2.00
Home Visiting Handbook	$ 1.00
Added Dimensions Program Kit #1	$15.00

The kit includes the above listed materials excluding the Second Level Program Guide, and is packaged in a convenient portfolio.

Added Dimensions Program Kit #2	$25.00

The kit includes the above listed materials including the First Level Program Guide and the Second Level Program Guide, and is packaged in a convenient portfolio.

Added Dimensions Slide-Tape Presentation	$28.00

A 10 minute slide-tape presentation, describing the program, including its history, administration, and finances.

Film Rentals

Denver Developmental Screening Test (DDST) training films	$20.00
Foundations of Reading and Writing	$15.00

Supplements to the Added Dimensions Curriculum

School Before Six: A Diagnostic Approach Volumes I and II by Laurel Hodgden, Judith Koetter, Beverly Laforse, Sue McCord, and Daisy Schramm.

Cemrel Institute
3120 59th St.
St. Louis, Mo. 63139

Workjobs: Activity-Centered Learning for Early Childhood Education by Mary Baratta Lorton.

Addison-Wesley Publishing Company
Sand Hill Road
Menlo Park, California 94025

Parent Discussion Groups

The Added Dimensions program uses the Child Study Association method for the parent discussion groups. The basic text for training in the method is

Parents Learn Through Discussion: Principles and Procedures of Parent Group Educators by Alene B. Auerbach.

John Wiley and Sons, Inc. NY
605 Third Ave.
New York, N.Y. 10016

The association can provide additional information about parent discussion groups, as well as inexpensive publications appropriate for use in the parent involvement program.

Child Study Association of America
50 Madison Ave.
New York, N.Y. 10026

Denver Developmental Screening Test (DDST)

The DDST is used in the Added Dimensions program to help identify, as early as possible areas of developmental delays, so that appropriate intervention can take place. It is a brief, uncomplicated instrument, with demonstrated reliability and validity. In around twenty minutes, important information about the personal-social, fine motor-adaptive, language, and gross motor development of the child is gathered. Test materials and manuals are available from

Ladoca Project Publishing Foundation
E 51st Ave. and Lincoln St.
Denver, CO 80216

Training films are available from the Added Dimensions Project for a $20 fee.

VIII. FORMS

This section contains a collection of forms which are used in the program. They are included to offer suggestions to you as you begin your own program.

Registration

A1 - Preschool Registration Information

This form goes to all elementary school principals and secretaries, since parents register their children at the local elementary school. It is updated yearly, and sent out each spring.

A2 - Parent Information

This is given to parents when they register their children.

A3 - Registration Form

A4 - Payment Coupon Book

Each parent is given this book of monthly coupons for paying tuition.

Orientation

B1 - Notice of Orientation Meeting

This form contains the child's assignment, notice of the orientation meeting, including length of meeting and content of meeting. "Children are welcome."

Report & Summary Forms

C1 - Monthly Financial and Enrollment Report

C2 - Monthly Mileage and Other Expense Report

Teacher assistants are reimbursed for the mileage they use during home visits.

C3 - Denver Developmental Screening Test Summary Form

This form provides a place to record each child's test results, the type of intervention carried out, and the results of the spring post-test for children who require retesting. It provides an important piece of information about the effect of the Parent Education and Preschool Program.

C4 - Vision and Hearing Summary

Evaluation Forms

D1 - DDST Proficiency Check List

This is used to evaluate the ability to give the DDST. It can be used for self-evaluation and for evaluation by the Head Teacher.

D2 - Evaluation for Teacher Assistants

The Head Teacher completes this at the end of the school year, or before, if the need arises to evaluate the teacher assistant sooner.

Home Visiting

E1 - Home Visit Record

This form is used to keep track of the number of home visits, the time spent and why the visit was made.

E2 - Record of Home Visit

This form is a Home Visit "lesson plan," which helps the teacher assistant plan and evaluate the visit.

PRESCHOOL REGISTRATION INFORMATION
(Date)_____

A1

To: All Elementary School Principals and Secretaries

From:

Re: Parent Education and Preschool Registration
(Parent Information Sheets and Registration Forms Enclosed)

It is again that time of year for our Parent Education and Preschool registration for three and four year olds.

Any child who is three years of age on or before September 15, is eligible to participate in the program beginning this fall. The program is geared to the needs of both three and four year-olds. It is designed to give each child an opportunity to have meaningful experiences under the direction of a certified teacher and well qualified assistants.

The child will attend two 2½ hour sessions each week and parent participation is expected. The format for parents will be determined jointly with the teachers in the fall, and the goal is to give parents opportunities to better understand themselves and their children.

The preschool centers, each serving several elementary school areas, will be in churches, school cottages, and elementary schools throughout the county. Locations will be determined by registration numbers and availability of suitable buildings.

The cost of the program is $21 per month.

Please have parents fill out an

Emergency Card and #205 Form

Forward the completed cards and forms to our office, 1209 Quail Street, after you have accumulated several.

Also give the parents an

Immunization Form and a Parent Information Sheet

The preschool head teachers will be responsible for the return of the Immunization Forms, and will forward them to the Health Department, 809 Quail.

School will start August 31

Parents will receive a letter from the head teacher about a week before school starts regarding the parent orientation meetings and busing.

PRESCHOOL REGISTRATION BEGINS MAY 8, AND CONTINUES THROUGHOUT THE SCHOOL YEAR.

Thank you very much for your assistance!

PARENT INFORMATION
JEFFERSON COUNTY PARENT EDUCATION AND PRESCHOOL

Date_____

1. Any child who is three years old on or before September 15, is eligible to attend preschool in the fall.

2. Parents will receive a letter from the head teacher about a week before school starts with the following information:

   a. The days and times of the parent orientation meetings when the philosophy and goals of the Parent Education and Preschool program will be explained. These will be held in the center where the child will attend, giving the parents an opportunity to see the facilities and become acquainted with the staff.

   b. The two days per week, and starting times of the 2½ hour sessions which the child will attend.

3. Tuition is $21 per month (payable in 9 payments of $189 per year). This is subject to change in January if necessary to stay self-supporting. Other financial arrangements are possible, including working for part tuition.

4. If needed, busing is available from most elementary schools to the preschool centers. A minimum of 15 children is required.

5. Each center is under the direction of a certified teacher, working with well-qualified assistants.

6. Parents are expected to participate in the preschool at least two days per year, and opportunities for group discussions and other meetings are also available.

PLEASE KEEP THIS INFORMATION SHEET FOR FUTURE REFERENCE

AND

SHARE WITH OTHER FAMILIES WHO HAVE PRESCHOOLERS IN YOUR AREA!

A3

PARENT EDUCATION AND PRESCHOOL

REGISTRATION FORM

A commitment by the parent to participate in the preschool program at least two days a year is a part of Parent Education.

The preschool session assigned (Mon.-Wed. or Tues.-Thurs.) will be dependent upon the number enrolled and the facilities available. The times of the sessions will be announced later.

CHILD'S NAME_____ BIRTHDATE_____

ADDRESS_____ ZIP_____ PHONE_____

PARENT OR GUARDIAN_____

HOME SCHOOL_____

JEFFERSON COUNTY PUBLIC SCHOOLS

A4

PAYMENT COUPON BOOK

Nine copies of the payment coupon are stapled together. The parent returns the larger portion to the preschool and keeps the smaller portion as a receipt.

JEFFERSON COUNTY PRESCHOOL

RENT EDUCATION AND PRESCHOOL ( )
ECIAL EDUCATION PRESCHOOL ( )

DATE PAID _____

AMOUNT $ _____

PAYMENT FOR THE MONTH OF:

_____

JEFFERSON COUNTY PRESCHOOL

PARENT EDUCATION AND PRESCHOOL ( )
SPECIAL EDUCATION AND PRESCHOOL ( )

PRESCHOOL CENTER_____

CHILD'S NAME_____

ADDRESS_____

AMOUNT $ _____ DATE_____

PAYMENT FOR THE MONTH OF_____

ORIENTATION MEETINGS

JEFFERSON COUNTY PARENT AND PRESCHOOL EDUCATION
Molholm Preschool
6000 West 9th Avenue
Lakewood, Colorado 80214

August

Dear Parents:

Welcome to the Molholm Parent Education and Preschool Program. We are looking forward to working with you and your child. Class sessions will be held at the Molholm Elementary School, 6000 West 9th Avenue.

Your child's preschool assignment is as follows:

Days_____

Times_____

You and your preschool child are invited to attend a Get-Acquainted meeting on _____, at _____, for approximately one hour. This meeting will be held in the gymnasium at Molholm Elementary School, 6000 West 9th Avenue. Preschool procedure will be discussed in full at that time. You are strongly urged to attend so that you and your child may become familiar with our preschool facility, and also meet the people who will be working with your child.

Your child's first class session will begin _____.

If you have any questions, please bring them with you to the orientation meeting. If you are unable to attend the meeting and wish to get in touch with me, please call 237-9503, and I will return your call as promptly as possible.

Sincerely,

_____
Preschool Teacher-Director

_____
Principal, Molholm Elementary

MONTHLY FINANCIAL AND ENROLLMENT REPORT

Enrollment 1st of Month_____ Month of:_____

Children Dropped _____ CENTER_____

Children Added _____ Teacher_____

Enrollment End of Month_____

Number of Tuition Waivers_____

TOTAL INCOME FOR MONTH_____

Receipts: (From Secretaries)

Numbers #_____ #_____ #_____ #_____ #_____

Dates _____ _____ _____ _____ _____

Amounts $_____ $_____ $_____ $_____ $_____

COMMENTS:

MONTHLY MILEAGE AND OTHER EXPENSE REPORT

C2

Name _____ Month _____, 19____

Address _____
(Where check is to be mailed)

Date	From	To	Auto Mileage	Other Expense Description	Other Expense Amount
					$
		TOTALS			$ *

* Supporting Receipts attached

Signature _____

Approvals _____

RECONCILIATION

Mileage @ 15¢ per Mile $ _____

Other Expense _____ *

TOTAL TO BE REIMBURSED $ _____

Dist (1-2)	Fund Code (3-4)	Fd. Yr. (5)	Pgrm. Code (6-9)	Acct. Code (10-16)	Source Doc.No. (17-23)	Source Doc.Date (24-29)	Amount (30-38)	Hndwrtn. Ck. No. (53-58)	Acct.Payee Pay No. (71-77)	Trans Code (78-80)	CR X (80)
18											
18											

Jefferson County Public Schools

DENVER DEVELOPMENTAL SCREENING TEST SUMMARY FORM

Preschool_____

Teacher_____

N - Normal without delays
ND - Normal with delays
Q - Questionable
A - Abnormal

	PRETEST Fall			POST-TEST Spring						
Child's Name and Home School	Test Rating	Number of Delays	Type of Intervention Include: Observations, home and classroom Individualization, play materials used in home visits, staffing and referrals for outside help, etc.	Test Rating	Number of Delays					
					Personal Social	Motor Fine	Language Speech &	Motor Gross		

C3

VISION AND HEARING SCREENING SUMMARY

Teacher _____ Center _____ Year _____

	VISION					HEARING				
Child's Name	Test Done	Referred to Nurse	Nurse Passed	Nurse Referred	Results of Referral	Test Done	Referred to Nurse	Nurse Passed	Nurse Referred	Results of Referral

DDST PROFICIENCY CHECK LIST

Purpose: This check list should be used regularly until these points become habits when using the DDST.

Instructions: To check the accuracy of your own testing ability, read over the check list immediately after you have finished giving a test. To check accuracy of your test administration, the trainer will score her observations below. Each trainee must score 75% to pass. Further practice will be recommended for trainees who do not score a total of 30.

	Correct Yes	Incorrect No	Errors
Before Test:			
1. Can child see and reach test materials easily?			
2. Did examiner explain that DDST is not IQ test?			
3. Did examiner explain that child is not expected to perform everything asked of him?			
4. Did examiner calculate age of child after asking parent the the child's birthdate?			
5. Before drawing age line, did examiner ask if child was born prematurely?			
6. Was age line drawn correctly?			
7. Did examiner indicate date test was administered at the top of age line?			
During Test:			
Did examiner assure cooperation of child by:			
8. Giving child a chance to become used to examiner?			
9. Starting each sector of test with items child could pass?			2*
10. Telling child what to do rather than asking?			2
11. Was table clear of materials which were not being used?			2
12. When asking for parent's report, did examiner keep from suggesting an answer by the way question was worded? (Leading question)			2
13. Were examiners comments to child after each item performed appropriate for a testing situation?			3

*This total number of errors would indicate lack of proficiency for this item.

	Correct Yes	Incorrect No	Errors
14. At the end of test, did examiner ask parent if behavior of child was typical of his usual behavior?			
15. Did examiner administer enough items? (At least 3 passes and 3 failures in each sector.)			2
Sections of Test:			
Personal-Social			
16. Did examiner ask for parents' report with questions clearly understood by the parent? (Example:"How much help does your child need dressing?" -"Does he have opportunities to play outside or active games inside?")			2
17. Was the child given something to do or released from testing situation while examiner asked for parent report?			
18. Were all personal-social items scored correctly?			
19. Did the examiner have the child copy each form 3 three times? (Items, vertical line, 9, 11, 12)			2
20. Were the forms drawn by the child labeled as to tries (1st, 2nd, 3rd), and which were counted as passes?			
21. Were drawn forms scored correctly?			
22. Were all items in this section scored correctly?			
Language			
23. Did examiner give only the required number in such specified items? (Example: only 2 of 3, if first 2 are passes? #15, 16, 17, 18, 19, colors)			2
24. Did the examiner ask the child to recognize each color rather than name the colors?			
25. Did examiner return the blocks to the group before asking the child to recognize the next color?			
26. Did the examiner score correctly logical answers given to to questions asked? (#16, 18, 19, 20)			2

	Correct Yes	Incorrect No	Errors
27. On item #19, did the examiner direct the child to a better definition without asking specific questions as to use, shape, what it is made of, or general category?			2
28. Did the examiner repeat each question three times if necessary?			2
29. Were all other items in this sector scored correctly?			
Gross Motor			
30. Did examiner give only the required number in such specified items? (Example: #26, 27, 28)			
31 Did examiner allow the child three trials before a failure was scored?			2
32. Did examiner demonstrate item correctly before asking child to perform?			2
After Test:			
33. Were delays emphasized by coloring in right end of bar?			
34. Were delays indicated only on those items failed which were completely to the left of age line?			
35. Was test performance interpreted correctly?			
36. Did examiner write observations on back of form?			
37. Did written observations exclude subjective comments?			
38. Did examiner write a paragraph entitled, "Why I feel it important that I give the Denver Developmental Screening Test to my students?"			

EVALUATION FOR TEACHER ASSISTANTS

Name _____ _____ Position _____

School _____ Date of Employment _____

	Needs to work on this area	Satisfactory in this area	Does very well in this area
Relationship with Children			
1. Shows interest in children, their spontaneous activities and conversation.			
2. Is able to relate sincerely and naturally with children.			
3. Shows understanding of child's point of view.			
4. Handles children in a pleasant and consistent manner.			
5. Gives the kind of encouragement and recognition that spurs effort.			
6. Is enthusiastic and helps to make the school experience interesting and satisfying for the children.			
Relationship with Head Teacher			
1. Follows instructions:			
a. Is attentive to instructions about lesson plans, teaching methods, and discipline.			
b. Is receptive to suggestions about these.			
c. Profits from these suggestions and puts them into action.			
2. Is able to communicate problems to Head Teacher and ask for help.			
3. Has enough self-confidence to enter into, give and take conversation about program, children, discipline, etc.			
4. Keeps Head Teacher informed about children's needs and or progress.			
Grasp of Program and Her Role			
1. Sees discipline as a way to help the child grow toward his potential rather than as punishment for something he has done wrong.			

	Needs to work on this area	Satisfactory in this area	Does very well in this area
2. Thinks of herself, her attitudes, actions, and words as having an effect on each child's development.			
3. Gives her full attention to the teaching assignment on hand.			
4. Can organize her materials and her group so that she can work effectively.			
a. Presents material in steps small enough for the children to follow.			
b. Presents concepts in a variety of ways and reviews them frequently.			
c. Utilizes opportunities for relevant transfer of learning.			
d. Tries to follow through with each child.			
6. Is able to see the possibilities in the materials, and situation and use them to good advantage.			
7. Is able to provide a suitable model:			
a. In activities when needed.			
b. In general conversation such as during juice or bus time.			
8. Is able to see need for continuous evaluation of each child's progress.			
Commitment to Job and Program			
1. Feels responsibility for being on the job or telephoning when impossible to come.			
2. Feels responsibility for being on time.			
3. Takes planning and instruction period seriously as an opportunity to learn how to do a better job.			
4. Takes assigned duties seriously and gives them her full attention.			
5. Is able to see beyond her assigned duties and takes the initiative in doing other things that need to be done.			
6. Willingly and responsibly performs "housekeeping" tasks in the classroom.			

D2-b

	Needs to work on this area	Satisfactory in this area	Does very well in this area
Relationship with Parents, and Student-Aides			
1. Shows ability to communicate effectively with student-aides and parents.			
2. Can make classroom assignments to parents and students in a clear, concise manner.			
3. Has ability to maintain positive learning environment with children, aides, student teachers and parents.			
4. Is able to carry out home visit program:			
a. Accurately administers developmental screening.			
b. Makes complete written reports.			

COMMENTS:

Signature of Employee_____ Date _____

Signature of Head Teacher_____ Date _____

Signature of Principal_____ Date_____

HOME VISIT RECORD

PRESCHOOL CENTER_____ TEACHER_____

Date	Family	Time Spent	Purpose of Visit	Activity or Discussion With Parent

E1

RECORD OF HOME VISIT

Preschool Center_____ Child's Name_____

Teacher's Name_____ Parent's Name_____

Date_____

Goals for Visit:

Length of Visit:

Materials Taken: (i.e., toys, reading material for mother, and etc.)

Reaction of Child or Parent to Material:

Comments: